

PROCEEDINGS

Thirty-Sixth Anniversary Conference

National Association of Student
Personnel Administrators

The Hotel Roanoke

Roanoke, Virginia

May 1, 2, 3, 4

1954

P R O C E E D I N G S

Thirty-Sixth Anniversary Conference

of the

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS

President Dean Robert M. Strozier, University of
Chicago
Vice President Dean Fred H. Weaver, University of
North Carolina
Vice President Dean E. G. Williamson, University of
Minnesota
Secretary-Treasurer Dean Fred H. Turner, University of
Illinois

Executive Committee: The Officers and

President Victor F. Spathelf, Ferris Institute
Dean Cornelius B. Boocock, Rutgers University
Doctor J. Broward Culpepper, Executive Secretary, Board of
Control of Florida
Dean Paul C. Eaton, California Institute of Technology
Dean John P. Gwin, Beloit College
Dean Tom King, Michigan State College
Dean John H. Stibbs, Tulane University

Held at

The Hotel Roanoke

Roanoke, Virginia

May 1, 2, 3, 4, 1954

TABLE OF CONTENTS

P a g e

PREFACE

Statement of Principles	v
Program	vi

SATURDAY AFTERNOON SESSION

May 1, 1954

Orientation Meeting	1
---------------------------	---

SATURDAY EVENING SESSION

May 1, 1954

Invocation - Dean E. L. Cloyd	21
Welcome - Mr. Kenneth Hyde	21
Introductions	22
The President's Address - "Report to NASPA"	23
Announcements	31

SUNDAY, MAY 2, 1954

Special Church Services and Tour	32
--	----

SUNDAY DINNER MEETING

May 2, 1954

Invocation - Dean E. F. Bosworth	33
Address - Dr. Albert Jacobs	35
Announcements	47

MONDAY MORNING SESSION

May 3, 1954

Report on Registration	48
Report of Commission III - Report on Seminar at Harvard Graduate School	
Dean John H. Stibbs	49
Asst. Dean Paul H. Connole	62
Dean E. Francis Bowditch	67
Asst. Dean Robert E. Cunningham	75
Dean John A. Brown, Jr.	79
Asst. Dean Vernon R. Alden	82
Discussion	85

TABLE OF CONTENTSP a g e

MONDAY AFTERNOON SESSION

May 3, 1954

"Current Trends in Residence Hall Construc
Construction" -

Address - Mr. Walter A. Taylor	92
Mr. Paul Morrill	106
Discussion - Led by Dean Bernard L. Hyink.	115

MONDAY EVENING SESSION

May 3, 1954

Reports -

Joint Committee on Student Discipline,
Principles and Procedures

Jr. Dean William S. Guthrie	128
Revised Report	135

Committee on National Conference on
College Fraternities and Societies

Dean Robert W. Bishop	143
-----------------------------	-----

Project of Study of Combined Data on
Admissions and First Year Performance

Dean Paul C. Eaton	145
--------------------------	-----

Commission I - Professional Relationships

Dean Arno J. Haack	147
--------------------------	-----

Commission IV - Programs and Practices
Evaluation

Dean Dale Faunce	153
------------------------	-----

Commission V - Relationships of Social
Sciences to Student
Personnel Administration

Dean Frank Piskor	155
-------------------------	-----

TUESDAY MORNING SESSION

May 4, 1954

Address - N.S.A. - Mr. James M. Edwards ...	159
---	-----

Discussion - led by Dean Lloyd	167
--------------------------------------	-----

TABLE OF CONTENTSP a g e

TUESDAY MORNING SESSION (Cont'd.)

May 4, 1954

Address -

Mr. Lloyd S. Cochran, National Inter-
fraternity Conference 183

Asst. Dean William S. Zerman - "The
Michigan Plan" 191

Discussion - Led by Dean Lloyd 197

TUESDAY AFTERNOON SESSION

May 4, 1954

Report of Registration Committee 207

Report of Hospitality Committee 207

Report - Orientation Meeting 208

Luncheon Meetings 209

Committee on Resolutions 209

Nominations and Place - Dean Gardner 211

Election of Officers 213

ANNUAL BANQUET SESSION

Tuesday, May 4, 1954

Invocation 215

Introductions 215

Toastmaster William Tate 216

Special Resolution - Dean E. L. Cloyd 219

Toastmaster William Tate 221

Address - "Primitivism: Its Identification
and Treatment"

Dr. A. J. G. Priest 227

Announcement of new Executive Committee 240

Adjournment 241

APPENDIX A

Report of the Secretary 242

Treasurer's Report 246

TABLE OF CONTENTSP a g e

APPENDIX B

Official Roster of those in Attendance	248
---	-----

APPENDIX C

Roster of Ladies Group (Wives)	254
--------------------------------------	-----

APPENDIX D

Summary of Previous Meetings	255
------------------------------------	-----

APPENDIX E

Roster of Members	256
Honorary Member	266
Emeritus Deans	266

STATEMENT OF PRINCIPLES

Adopted by the National Association of
Student Personnel Administrators,
34th Anniversary Conference,
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between students and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

THE THIRTY-SIXTH ANNIVERSARY CONFERENCE

SATURDAY, MAY 1, 1954

9:00 A.M. Registration, Colonial Room (This Room will serve as Headquarters throughout the Conference)

Special Note for Wives of Deans: Wives are invited to attend all dinner meetings, the banquet, and to make the trip to Lexington on Sunday. See item scheduled at 8:00 P.M. Saturday night, May 1, 1954.

REGISTRATION COMMITTEE:

Assistant Dean David W. Robinson, Chairman, DePauw University
 Associate Dean Carl V. Brett, University of Texas
 Dean Robert Calvert, Hanover College
 Counselor R. D. Katherman, Virginia Polytechnic Institute
 Dean Lysle D. Leach, University of California (Davis)
 Associate Dean A. E. McCartan, State College of Washington
 Counselor Thomas M. Mikula, Rollins College
 Assistant Dean Stanley K. Norton, Illinois State Normal University
 Assistant Dean Doyle P. Royal, University of Maryland
 Director James K. Sours, University of Wichita

COMMITTEE ON RECEPTION AND HOSPITALITY:

Director Donald M. Mackay, Chairman, University of Virginia
 Dean Thomas L. Broadbent, University of California (Riverside)
 Dean W. V. Burger, Colorado School of Mines
 Dean J. P. Colbert, University of Nebraska
 Dean Ben E. David, Carnegie Institute of Technology
 Assistant Dean G. A. Hagerman, University of Akron
 Director O. R. Hendrix, University of Wyoming
 Dean Arno Nowotny, University of Texas
 Counselor Dennis L. Trueblood, Indiana University
 Dean Louis D. Corson, Florida State University

2:00 P.M. Meeting of the Executive Committee - Parlor F.

2:00 P.M. Meeting of Commissions and Committees at the call of Chairmen.
 Chairmen can secure meeting room assignments at Registration Desk.

2:00 P.M. Orientation Meeting for New Deans and Directors and New Members of the Association - Ballroom.

Chairman: Dean Donald R. Mallett, Purdue University

Quizzers:

Counselor Ralph D. Katherman
 Virginia Polytechnic Institute
 Dean Louis D. Corson
 Florida State University
 Dean Thomas L. Broadbent
 University of California at Riverside

Answer Men:

Dean C. E. Deakins
 Illinois Institute of Technology
 Dean R. C. Beaty
 University of Florida
 Dean D. H. Gardner
 University of Akron

SATURDAY, MAY 1, 1954 (Cont'd.)

Quizzers:

Dean John F. McKenzie
Boston University
Doctor Paul R. Yarck
University of Miami

Answer Men:

Dean J. J. Somerville
Ohio Wesleyan University
Dean H. E. Stone
University of California (Berkeley)

- 2:00 P.M. Meeting of Deans of Jesuit Institutions - Parlor D.
Chairman: Dean Anthony C. O'Flynn, Loyola University (New Orleans)
Recorder: Director Joseph A. Rock, Georgetown University.
- 2:00 P.M. Meeting of Committee on Disciplinary Studies - Check at Registration
Desk for Room Assignment. Junior Dean William S. Guthrie, Ohio
State University, Chairman.
- 4:00 P.M. Assembly - Ballroom.
Dean Tom King, Michigan State College will show a motion picture
description of a student migration to a major athletic event.
(Michigan State Students to the Rose Bowl, 1953)
- 6:00 P.M. Dinner Meeting, First General Session of the 36th Anniversary Con-
ference - Ballroom.
- Invocation - Dean E. L. Cloyd, North Carolina State College.
Welcome - Mr. Kenneth Hyde, Associate Manager, The Hotel Roanoke.
The President's Address - Dean Robert M. Strozier, University of
Chicago.
Announcements - Dean Fred H. Turner, Secretary, University of
Illinois.
- 8:00 P.M. Group Conference No. I for group discussion of President Strozier's
Address.
See Chart on page xv for Group Assignments, Places of Meetings,
Chairmen, Recorders, and Interrogators.
- NOTE: All group conferences will be by size of institutions except Tech-
nical and Engineering Institutions which will meet as Group V, and
Deans of Jesuit Institutions, who will meet as a special Group for
Group Conference No. II only.
- 8:00 P.M. Informal get-together for Wives of Deans in Attendance - Parlors
H and J.

SUNDAY, MAY 2, 1954

- 9:00 A.M. Buses leave Hotel Roanoke for trip to Washington and Lee University, Lexington, Virginia.
- 11:00 A.M. Special Church Services, Lee Chapel, Washington and Lee University. Services directed by The Reverend David W. Sprunt, D.D., Director of Religious Work, Washington and Lee University.
- 12:45 P.M. Buses depart for Natural Bridge Hotel.
- 1:15 P.M. Luncheon - Main Dining Room, Natural Bridge Hotel.
- 4:00 P.M. Buses depart for Hotel Roanoke.
- 5:30 P.M. Dinner Meeting, Second General Session - Ballroom. Dean Strozier presiding.
Invocation - Dean E. F. Bosworth, Oberlin College.
Address - President Albert C. Jacobs, Trinity College; Chairman, Commission on Student Personnel, American Council on Education.
- 8:00 P.M. Group Conference No. II, for discussion of President Jacobs' address. See Chart on Page xv for Group Assignments.

NOTE: Four Group Conference II, Deans of Jesuit Institutions will meet as a special group in Parlor L, with:
Chairman: Dean Anthony C. O'Flynn, Loyola University (New Orleans)
Recorder: Director Joseph A. Rock, Georgetown University.

MONDAY, MAY 3, 1954

- 9:00 A.M. Registration (Continued) - Colonial Room.
- 9:00 A.M. Third General Session - Ballroom. Dean Strozier presiding Commission III, Development and Training of Student Personnel Administrators, Report on the Seminar at the Harvard Graduate School of Business Administration.
1. The planning, execution, and results of the Seminar as measured by Commission III: Dean John H. Stibbs, Tulane University, Chairman of the Commission.
 2. The Seminar, as experienced by the participants:
Case Number 1: Assistant Dean Paul H. Connole, Washington University.
Critic: Dean E. Francis Bowditch, Massachusetts Institute of Technology.
Case Number 4: Assistant Dean Robert E. Cunningham, Illinois Institute of Technology.
Critic: Dean John A. Brown, Jr., Temple University.
 3. The Seminar as evaluated by the Officers of the Harvard Graduate School of Business Administration:
Assistant Dean Vernon R. Alden, Harvard Graduate School of Business Administration.

MONDAY, MAY 3, 1954 (Cont'd.)

11:45 A.M. Convention Photograph.

12:15 P.M. Luncheon - Ballroom.

Tables by announced topics with Moderators to preside at each table. Double sections have been provided for those sections which attracted greatest interest. Sign up at the Registration Desk for your choice of topics. Chairman of Topic Tables Committee, Dean Carl W. Knox, Miami University. See Chart on Page xi for list of topics and names of Moderators.

Topic Tables will be repeated on Tuesday, May 4, 1954 so that members will have the opportunity to participate in two discussions. Additional Tables can be arranged for unlisted topics if desired. See Chairman Knox.

2:00 P.M. Fourth General Session - Ballroom. Dean Strozier presiding. "Current Trends in Residence Hall Construction."

Speakers:

Mr. Walter A. Taylor, Director, Department of Education and Research, The American Institute of Architects, Washington, D.C.

Mr. Paul Morrill, Architect, associated with the University Architect, Ohio State University.

Discussion - Led by:

Chairman: Dean Bernard L. Hyink, University of Southern California.

Dean R. C. Beaty, University of Florida.

Associate Dean W. D. Holdeman, Oberlin College.

Dean Frank C. Baldwin, Cornell University.

Dean Frank J. Simes, Pennsylvania State University.

Dean L. C. Woodruff, University of Kansas.

3:30 P.M. Group Conference No. III, for discussion of "Current Trends in Residence Hall Construction."

See Chart on Page xv for Group Assignments.

6:00 P.M. Dinner - Ballroom. No program scheduled.

8:00 P.M. Fifth General Session - Ballroom. Dean Strozier presiding. Commission and Special Committee Reports.

1. Report of Joint Committee on Student Discipline, Principles and Procedures - Junior Dean William S. Guthrie, Chairman, Ohio State University.

2. Report of Committee on National Conference on College Fraternities and Societies - Dean Robert W. Bishop, Chairman, University of Cincinnati.

3. Report of Project of Study of Combined Data on Admissions and First Year Performance in Technical and Engineering Institutions - Dean Paul C. Eaton, California Institute of Technology.

MONDAY, MAY 3, 1954 (Cont'd.)

- 8:00 P.M. (Cont'd.) 4. Report of Commission No. I, Professional Relationships - Dean Arno J. Haack, Chairman, Washington University.
5. Report of Commission No. IV, Programs and Practices Evaluation - Dean Robert B. Kamm, Chairman, Drake University.
6. Report of Commission No. V, Relationships with the Field of Social Sciences - Vice President Frank Piskor, Chairman, Syracuse University.
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TUESDAY, MAY 4, 1954

- 9:00 A.M. Registration Continued - Colonial Room.
- 9:00 A.M. Sixth General Session - Ballroom. Dean Strozier presiding. Special Studies in Human Relations.
- Speakers:
- The United States National Student Association - Mr. James M. Edwards, President, Philadelphia, Pennsylvania.
 - The National Interfraternity Conference - Mr. Lloyd S. Cochran, Chairman, Lockport, New York.
 - "The Michigan Plan" - Assistant Dean William S. Zerman, University of Michigan.
- Discussion Panel (Discussion following each speaker).
- Chairman: Dean Wesley P. Lloyd, Brigham Young University.
- Panel Members:
- Dean Thomas L. Broadbent, University of California (Riverside).
 - Major General John M. Devine, Virginia Polytechnic Institute.
 - Dean Donald M. DuShane, University of Oregon.
 - Dean M. D. Helser, Iowa State College.
 - Dean Frank R. Hunt, Lafayette College.
- 12:00 M. Luncheon - Ballroom.
- Conference Tables for discussion of Special Topics. See listings on Page xi. Sign up at Registration Desk.
- 2:00 P.M. Seventh General Session - Ballroom. Dean Strozier presiding.
- Reports of Conference Committees.
 - Annual Business Meeting.
 - Election of Officers.
 - Unfinished business.
- 6:30 P.M. Annual Banquet - Ballroom. (Dress optional) Dean Strozier presiding.
- Toastmaster: Dean William Tate, University of Georgia.
 - Invocation: Director J. A. Rock, Georgetown University.
 - Introduction of Guests.
 - Presentation of a Special Resolution - Dean E. L. Cloyd, North Carolina State College.

TUESDAY, MAY 4, 1954 (Cont'd.)

6:30 P.M. Entertainment - provided through the courtesy of President H. Cont'd.) Sherman Oberly, Roanoke College.

Address - Doctor A. J. G. Priest, Professor of Law, University of Virginia.

TOPICS FOR LUNCHEONS, MONDAY AND TUESDAY,
MAY 3 and 4

1. Activities Administration - Assistant Dean H. K. McClelland, University of Florida
 2. Athletes and Athletic Events Problems - Dean Tom King, Michigan State College
 3. Campus Chest Organizations - Dean Geary Eppley, University of Maryland
 4. Dormitory Problems, Section I - Mr. Charles Jacot, University of Delaware
 5. Dormitory Problems, Section II - Mr. Robert G. Brewer, Florida State University
 6. Foreign Students - Dean Everett Hunt, Swarthmore College
 7. Fraternities, Section I - Dean Byron H. Atkinson, University of California at Los Angeles
 8. Fraternities, Section II - Dean William A. Medesy, University of New Hampshire
 9. Graduate Work in the Field - Assistant Dean Robert Shaffer, Indiana University
 10. Housing and Housing Shortages - Vice President J. Kenneth Little, University of Wisconsin
 11. National Student Association - Mr. James M. Edwards, President USNSA Counselor Dennis L. Trueblood, Indiana University
 12. Orientation Problems, Section I - Junior Dean William S. Guthrie, Ohio State University
 13. Orientation Problems, Section II - Dean H. W. Melvin, Northeastern University
 14. Professional and Honorary Organizations - Dean Robert W. Bishop, University of Cincinnati
 15. Special Student Problems in Municipal Institutions - Dean Harold Stewart, Wayne University
 16. Special Student Problems in Teachers Colleges - Dean Victor T. Trusler, Kansas State Teachers College
 17. State Organizations of Deans - Dean Mylin H. Ross, Ohio State University
 18. Student Aid, Loans, Employment, and Scholarships - Director B. R. Hooper, University of Houston
 19. Student Union Relations - Dean Philip Price, Clarkson College of Technology
 20. Student Publications - Dean James C. McLeod, Northwestern University
-

ROSTER OF COMMITTEES

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

Registration Secretary - Miss Hazel Yates, University of Illinois

Committee on Lexington Trip

Dean Frank J. Gilliam, Chairman, Washington and Lee University
 Assistant Dean James D. Farrar, Washington and Lee University
 Dean Joe D. Farrar, College of William and Mary
 Dean Joe W. Guthridge, Virginia Polytechnic Institute

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin, 1919 (1)	1928 (10)
Dean Floyd Field, Georgia Institute of Technology,	1927 (9)
Dean W. E. Alderman, Miami University,	1936 (18)
Dean D. S. Lancaster, University of Alabama,	1937 (19)
Dean D. H. Gardner, University of Akron, 1938 (20),	1939 (21)
Vice President J. J. Thompson, St. Olaf College,	1941 (23)
Vice President J. H. Julian, University of South Dakota,	1944 (26)
Dean Arno Nowotny, University of Texas,	1947 (29)
Dean E. L. Cloyd, North Carolina State College	1948 (30)
Dean J. H. Newman, University of Alabama,	1949 (31)
Dean L. K. Neidlinger, Dartmouth College,	1950 (32)
Dean Wesley P. Lloyd, Brigham Young University,	1951 (33)
President A. Blair Knapp, Denison University,	1952 (34)
President Victor F. Spathelf, Ferris Institute,	1953 (35)

Elected Members

Dean Frank C. Baldwin, Cornell University
 Dean L. Dale Faunce, The State University of Iowa
 Dean John P. Gwin, Beloit College

Alternates

Dean John E. Hocutt, University of Delaware
 Dean James M. Foy, Alabama Polytechnic Institute
 Dean Carl W. Knox, Miami University

Committee on Luncheon Tables

Dean Carl W. Knox, Chairman, Miami University
 Assistant Dean W. D. Blunk, University of Texas
 Associate Dean B. C. Hayes, Lehigh University
 Dean William Stielstra, Alma College
 Assistant Dean Banks C. Talley, North Carolina State College

Committee on Resolutions

Dean W. B. Rea, Chairman, University of Michigan
 Dean Robert E. Bates, Colorado Agricultural and Mechanical College
 Dean John E. Hocutt, University of Delaware

Committee on Resolutions (Cont'd.)

Dean J. B. Jackson, University of South Carolina
 Dean Jack Matthews, University of Missouri
 Dean John F. Quinn, University of Rhode Island
 Dean Donald J. Robertson, University of North Dakota
 Dean J. W. Rollins, East Texas State Teachers College
 Vice Chancellor Harold O. Voorhis, New York University

Liaison Committee with N.C.C.F.S.

Dean Robert W. Bishop, Chairman, University of Cincinnati
 Dean William A. Medesy, University of New Hampshire
 Dean Robert S. Hopkins, Jr., University of Massachusetts

Joint Committee on Student Discipline, Principles and Procedures
 (With National Association of Deans of Women and American College Personnel Association.)

Junior Dean William S. Guthrie, Chairman, Ohio State University
 Director Lysle W. Croft, University of Kentucky
 Dean M. D. Eelser, Iowa State College
 Dean Carl W. Knox, Miami University
 Director Joseph A. Rock, Georgetown University
 Dean Marc Jack Smith, University of Redlands

THE COMMISSIONS

Commission No. I

Professional Relationships

Dean Arno J. Haack, Chairman, Washington University
 Dean Theodore W. Biddle, University of Pittsburgh
 Doctor J. Broward Culpepper, Florida State Board of Control
 Dean Clarence E. Deakins, Illinois Institute of Technology
 Dean John P. Gwin, Beloit College
 Dean W. B. Rea, University of Michigan

Commission No. II

Principles and Professional Ethics

(The work of this Commission was completed in 1932.
 See statement on Page v)

Commission No. III

Development and Training of Student Personnel Administrators

Dean John H. Stibbs, Chairman, Tulane University
 Director Vernon R. Alden, Harvard Graduate School of Business Administration
 Counselor Richard L. Balch, Stanford University
 Associate Director B. J. Borreson, University of Minnesota
 Assistant Dean Thomas A. Graves, Harvard Graduate School of Business Admin.
 Associate Dean Chaffee E. Hall, University of California (Berkeley)
 Dean John E. Hocutt, University of Delaware

Commission No. III

Development and Training of Student Personnel Administrators (Cont'd.)

Assistant Dean R. E. Hulet, University of Illinois
Dean Paul MacMinn, University of Oklahoma
Doctor Glen T. Nygreen, University of Washington
Assistant Dean Robert H. Shaffer, Indiana University

Advisory Board

Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business Admin.
Dean F. R. B. Godolphin, Princeton University
Dean Robert M. Strozier, University of Chicago

Commission No. IV

Program and Practices Evaluation

Dean Robert B. Kamm, Chairman, Drake University
Dean I. Clark Davis, Southern Illinois University
Dean L. Dale Faunce, State University of Iowa
Dean D. H. Gardner, University of Akron
Dean Waldo Shumway, Stevens Institute of Technology
Dean E. G. Williamson, University of Minnesota

Commission No. V

Relationships with the Field of Social Sciences

Vice President Frank Piskor, Chairman, Syracuse University
Dean Frank C. Baldwin, Cornell University
Dean A. J. Blackburn, Howard University
Dean George K. Brown, St. Lawrence University
Dean R. H. Knapp, University of North Dakota
Dean W. Storrs Lee, Middlebury College
Assistant to the President Erich A. Walter, University of Michigan

CONFERENCE NO. I
8:00 P.M., Saturday, May 1, 1954
On President Robert M. Strozier's Address

GROUP I Institutions with up to 1,500 students BALROOM	Chairman: Dean Sumner J. House, Carroll College Recorder: Dean Frederic W. Ness, Dickinson College Interrogators: Dean George K. Brown, St. Lawrence University Dean W. Lyle Willhite, Knox College Dean Ralph A. Young, College of Wooster
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GROUP II Institutions with 1,500 to 4,000 students PARLOR A	Chairman: Dean Robert Moore, Arkansas State College Recorder: Dean Robert H. Kroepsch, University of Vermont Interrogators: Dean O. C. Carmichael, Vanderbilt University Director J. T. Palmer, Mississippi Southern Col. Assistant Dean E. D. Vaughan, Univ. of Wyoming
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GROUP III Institutions with 4,000 to 7,000 students PARLOR B	Chairman: Dean Noble B. Hendrix, University of Alabama Recorder: Dean R. R. McAuley, Marquette University Interrogators: Assistant Dean Joseph H. Dando, Ohio University Assistant Dean B. G. McGinnis, Kent State Univ. Counselor Fred J. Vogel, Florida State Univ.
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GROUP IV Institutions with 7,000 or more students PARLOR D	Chairman: Counselor Albert Zech, Univ. of Southern Calif. Recorder: Dean John F. McKenzie, Boston University Interrogators: Assistant Dean Robert C. James, Univ. of Maryland Dean R. R. Oglesby, Oklahoma Agricultural and Mechanical College Assistant Dean Ellwood A. Voller, Michigan State College
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GROUP V Technical and Engineering Institutions PARLOR F	Chairman: Dean Frank A. Grammer, Newark College of Engineering Recorder: Counselor A. W. Crawford, Virginia Polytechnic Institute
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CONFERENCE NO. II
8:00 P.M., Sunday, May 2, 1954
On Pres. Albert C. Jacobs' Address

Dean W. Storrs Lee
Middlebury College
Dean Donald Harper
Southeastern Louisiana College
Director Charles W. Duhig
Brandeis University
Associate Dean John M. Moore
Swarthmore College
Dean W. B. Sprandel
Albion College

CONFERENCE NO. III
3:30 P.M., Monday, May 3, 1954
On Mr. Walter A. Taylor's Address

Dean John W. Rawsthorne
The Principia
Director Mark W. Smith
Denison University
Dean C. W. McCracken
Allegheny College
Dean Donald F. Rankin
Ferris Institute
Director William A. Yardley
Southeastern Louisiana College

CONFERENCE II (Cont'd.)

Dean John E. Stewart
University of Maine
Dean Howard G. Johnshoy
Ball State Teachers College
Dean Arch B. Conklin
Bowling Green State University
Dean Dudley G. Fulton
Northwestern Louisiana State Col.
Assistant Dean Milton Roberts
University of Delaware

CONFERENCE III (Cont'd.)

Director Arthur H. Kiendl
Dartmouth College
Dean Lyle G. Reynolds
Santa Barbara College
Dean Anthony C. O'Flynn
Loyola University (New Orleans)
Director Donald A. MacKay
University of Virginia
Dean M. E. Musser
Buchnell University

Dean Ralph E. Dunford
University of Tennessee
Dean W. L. Penberthy
Agricultural and Mechanical
College of Texas
Dean L. Gray Burdin
Butler University
Dean Maurel Hunkins
Ohio University
Dean J. Towner Smith
Western Michigan College

Dean J. C. Gluck
West Virginia University
Assistant Dean Robert M. Crane
Miami University
Dean J. Thomas Askew
University of Georgia
Dean Lee B. Spencer
Oklahoma Baptist University
Assistant Dean C. G. White
Agricultural and Mechanical Col-
lege of Texas

Dean T. W. Biddle
University of Pittsburgh
Assistant Dean O. D. Roberts
Purdue University
Dean L. Dale Faunce
The State University of Iowa
Vice President J. Kenneth Little
University of Wisconsin
Director J. Don Marsh
Wayne University

Dean Russell A. Griffin
Western Reserve University
Doctor Louis G. Schmidt
Indiana University
Assistant Dean Mark Barlow, Jr.
Cornell University
Vice President Terrel Spencer
University of Houston
Assistant Dean John W. Truitt
Michigan State College

Dean Richard A. Waite
Rensselaer Polytechnic Institute
Doctor Duane C. Shaw
Carnegie Institute of Technology

Dean Henry Q. Middendorf
Polytechnic Institute of Brooklyn
Doctor John R. Weir
California Institute of Technology

ORIENTATION MEETING

SATURDAY AFTERNOON, MAY 1, 1954

The Orientation Meeting for New Deans and Directors and New Members of the Association, held in conjunction with the Thirty-Sixth Anniversary Conference of the National Association of Student Personnel Administrators, in the Ballroom of the Hotel Roanoke, Roanoke, Virginia, May 1- 4, 1954, convened at two-five o'clock, Dean Donald R. Mallett, Purdue University, presiding.

CHAIRMAN MALLET: Gentlemen, I am Donald Mallett from Purdue. According to the program I am listed as chairman of this meeting.

This is a meeting primarily for those who have not been in attendance before, who either are new deans or their institutions are new members of the Association. We have been having this type of meeting for the last few years and endeavored to give those of you who are new some feeling of the way the Association operates in its annual meeting. We will attempt to do that this afternoon.

We have two groups here in front of you. Over on your right and my left, I will introduce these gentlemen.

Dean Bob Beaty of the University of Florida
Clarence Deakins, from Illinois Institute of Technology
Joe Somerville from Ohio Wesleyan
Herford Stone from California, at Berkeley (paren-
thetically, he has asked me to announce:
Berkeley in '56") end of parenthesis, (Laughter)
and the grand father, I suppose, of this panel,
Don Gardner from Akron.

Over here, I will attempt to get through it: Mr. Broadbent from Riverside, of California; Mr. McKenzie from Boston, Yerck from Miami University and Lou Corson from Florida State.

Is there anyone who would like to volunteer to come over here? If not I will pick one out in a moment.

Now that we may know who you are, I am going to suggest we start across here. Will you stand, give your name clearly and your institution.

I should also introduce Leo Isen, who has been with us about fourteen years and knows more about the Association I think than anyone else. Leo indicated he would like to have your names

as you make your introduction. If you will give your name and institution clearly so he can hear it he would appreciate it. Will you start off here.

... The new members arose and gave their name and institution ...

CHAIRMAN MALLET: Thank you, gentlemen. I think there was a gentleman here from V.P.I., was there not? I think it was your "boss" who was supposed to be up here but could not get away. Would you come up here and take the other chair, please. What is your name? Dean Ralph D. Katherman of Virginia Polytechnic Institute. Thank you, Ralph.

Now the gentlemen on this side, and you gentlemen here who have the green ribbons on, and this group here are free to ask any question as we go along at any time. These gentlemen can answer any question you can ask I am sure. It may not be the right answer but they will answer it anyhow.

I would say just one or two words in introduction for the newcomers.

NASPA is the second chapter of an organization which started in 1919. As I think most of you know, it was originally organized as the National Association of Deans and Advisers of Men. I believe the first meeting had eight men there, and we shall not go back over the names, since to most of you they would probably mean very little.

The organization grew, prospered, new duties came into the field, new approaches were found in the field of personnel which were taken on by the members of this organization; and in 1952 at the meeting in Colorado Springs the name of NADAM, as we then knew it, was changed to NASPA, National Association of Student Personnel Administrators, which we are today.

To the best of my knowledge it has been and still is an all male organization. That is a question which comes up periodically under the new title. I have not been around too long myself today, having arrived some hour and a half or such time ago, but to the best of my knowledge there are no women registered as active members today. Will there be any this time, Don, do you know?

DEAN D. H. GARDNER (University of Akron): I hope not -- I mean, I don't think so. (Laughter)

CHAIRMAN MALLET: Well we are trying to give you the

feeling of the group. That, I think, is some indication of the feeling of some members of the group.

I am not going into any more introduction at the moment. You gentlemen are free to ask questions. Who has a question they would like to start off with, and we will try to pull this thing together as we go along. We are going to stop at about three o'clock. I will warn you before that. Dr. Yarck, you told me you had one out in the hall.

DR. PAUL R. YARCK (University of Miami): I may be the only person who does not know the answer to this question, but I do not know exactly how a person becomes a member of this organization. I never paid any dues, for example.

CHAIRMAN MALLETT: Beaty has his hand up. Go ahead.

DEAN R. C. BEATY (Florida University): You do not become a member. The institution joins. Anyone who belongs to the institution can attend. There are certain requirements to be met before you are eligible to become a member, but it is institutional membership.

DEAN H. E. STONE (University of California, Berkeley): Mr. Chairman, I wish to raise an objection. That is on the precedent established by the distinguished gentlemen from Florida rising to his feet to answer a question that a freshman poses. It is perfectly correct for us elderly gentlemen to be seated.

DEAN GARDNER: I second the motion.

CHAIRMAN MALLETT: It is not a question of the right, but I think you have to remain seated. You cannot get up very often. (Laughter)

Did that answer your question, Paul?

DR. YARCK: Yes.

CHAIRMAN MALLETT: Now on membership, let's take that up. Do you understand how and why you are here? You are not here as individuals, but as institutions. As many people as want to can represent the institution. I would add this, that each institution in business meetings, on controversial issues, has one vote. To the best of my knowledge it has never been called for in that matter, but I think according to the constitution that is correct.

Are there any questions on membership, or dues, or how you get them paid or anything?

DEAN THOMAS L. BROADBENT (University of California at Riverside): Mr. Chairman, question one on your last statement. Perhaps Mr. Stone can answer this for the neophyte from the University of California campus. Does that mean that the University of California has one vote, or does it mean that the University of California has one vote for each campus? (Laughter) No, that is serious, because we pay dues for five or six campuses and I think we should therefore have five or six votes.

DEAN STONE: I would be glad to answer that, Mr. Chairman. We tried to get by with one membership dues for all campuses and did not get by with that, so we have one vote for each campus that pays dues, or we will find out why. (Laughter)

CHAIRMAN MALLETT: All right. Gentlemen, any time you have a question, raise your hand.

DEAN BROADBENT: May I ask: There are questions or problems that come up constantly, year after year it seems, that are common to all of us. Is there a clearing house of information some place other than badgering Fred Turner with personal letters for problems in regard, for example, to fraternities, to housing, to orientation -- any type of general clearing house of information?

CHAIRMAN MALLETT: Don.

DEAN GARDNER: None, except through Fred's office, and as he tries to bring it together here in these different round tables. Fred's office is supposed to try to collect things. The question of clearing questionnaires has never been decided either, has it?

DEAN BROADBENT: There is no attempt to make a compilation or a summary of experience in written form that can be sent out to members and so on?

CHAIRMAN MALLETT: Well now, the minutes of this session that Leo is taking here and all of the other sessions will be sent out word for word. Is that what you mean?

DEAN BROADBENT: Well, that is close enough. Go ahead.

CHAIRMAN MALLETT: Don, wouldn't you supplement this, and you gentlemen join in. One of the advantages of the organization that I have found in terms of my work is you get acquainted

with the other fellows in the field, and I have no qualms about writing personal letters about this or that and writing to ten or twelve who are in a comparable situation, and chewing it back and forth, or even picking up the phone and calling, if you are in a hurry, and being darned sure that you will get an honest answer, and they will take their hair down and lay the cards on the table with you.

DEAN GARDNER: A few years ago, Small, who was in Tulsa, made up a bibliography, and I think that has been kept more or less up to date, particularly on functions. Fred has mimeographed copies of that, known as the "Small Report."

DEAN BROADBENT: That would help I think.

CHAIRMAN MALLET: Is there anything you fellows want to add on that?

DEAN BROADBENT: That is fine.

CHAIRMAN MALLET: Anything out here on that?

DEAN HAROLD STEWART (Wayne University, Detroit, Michigan): Perhaps I am a little confused here. Perhaps this is not the place to ask it. Perhaps I should wait until after the discussion is over. Mr. Mallett, you stated that when you are confused you write to 10 or 12 other people who are confused and puzzled, because you said they are in a like situation. (Laughter)

CHAIRMAN MALLET: You can get organized confusion that way.

DEAN STEWART: Did you get any answers to your problems that way?

CHAIRMAN MALLET: No, but I get sympathy to find they are in the same situation as I am, in most instances.

DEAN C. E. DEAKINS (Illinois Institute of Technology): I bothered several of my friends the last year because I have been sort of pioneering in some areas, and I have bothered them with perhaps a one-page questionnaire, or just a personal letter, and I have received excellent cooperation and fine response.

CHAIRMAN MALLET: That goes back to your question too. Did I see another hand? All right, what else do you have over here, gentlemen?

DEAN JOHN F. McKENZIE (Boston University): I would like to find out in what specific ways this conference -- I am not talking about the associations which develop as a result of this conference, but in what specific ways this conference, and similar annual conferences can benefit my institution, the organization that pays the freight?

CHAIRMAN MALLET: Who wants it? Joe, you haven't said anything yet.

DEAN J. J. SOMERVILLE (Ohio Wesleyan University): Well, personally I would put down point No. 1, as far as I would be concerned, is the matter of personal contacts which you will make here if you are a person who mixes and mixes well. That is purely individual.

The other thing I parallel with that is this question of getting some inspiration from someone. Too many of us, I think, when we get back on the job are doing things that are routine, and we become a doer of things, and sometimes forget those higher ideals or things which we would like to accomplish.

We have had from time to time men who have set some very high ideals which we have carried back as an inspiration, going back from the time of Coulter, and at the present time I would recall one, one man by the name of Gardner who has given such inspiration. And from that point of view, as a personal thing, I myself go back with some inspiration and look at my job as being something more than checking the tests and the interviews and that. It is what I have obtained and what I can share with someone else. That is purely a personal end.

When it comes to these doers-of-things, if you have those down, you get those from the session you are in, which is of benefit, I would say, to your school. And there is also the possibility of, well, adding to the organized confusion here, as was mentioned a moment ago. You find somebody else who is in the same situation that you are in, whether it is the management of unions, or whether it is some type of testing that you want to do. You have that contact and in turn your school benefits by the experience you have had.

CHAIRMAN MALLET: Don, you wanted to say a word on this.

DEAN GARDNER: I would like to caution the new men, as I think of it, and support Joe's point. This is different from almost any other educational conference you will attend. The papers are few and far between. We have deliberately, I think,

tried to keep the Association this way, and as you always tell a fraternity man, you get out of it exactly what you put into it.

Your institution, logically, can benefit from what you benefit, but I caution you that it is not like most educational conferences which you attend. There are very few swelled heads in this Association. They never get very big, and I think that is a pretty good thing for a Dean. (Laughter)

I could only supplement Joe's point, that it is the associations and the contacts, so if you run into a problem, you personally meet someone to whom you can write, and so forth. But do not expect to get an NEA conference, or a National Association of Deans of Women conference reaction to a problem, because you will not get it.

DEAN MCKENZIE: That partially answers the question I wanted to follow it with, because those of us in this area of personnel have heard a good deal, those of us who are uninitiated, about endless numbers of personal associations, and it leaves us with a decision to make as to which one, or ones, to attempt to join and participate in, and so on. You partially answered my next question, which was: Why NASPA as opposed to others, if you have that choice to make.

CHAIRMAN MALLETT: Can we specify that a little bit, Mac? Let's take APGA, which met two weeks ago in Buffalo. Clarence, you were there. Can you contrast the two and point out the difference?

DEAN DEAKINS: I will try. I think, I come to NASPA meetings first of all for the personal fellowship of the men who are in the same type of work that I am in. But secondly, and perhaps the most important, I would say would be the fact that here I get answers to practical, everyday problems. If I don't get them in the meetings, I get them out in the lobby.

I think this organization -- I suppose some of the longhaired boys might say we deal with minutia, not too much. But they are the things we need to know the answers to when the problems arise on our various campuses. Now the other organizations of APGA, American College Personnel Association, National Vocational Guidance Association, their emphasis is more upon the scientific approach, the research that goes into all of the background work, the foundation on which our work is based. I feel that I get something entirely different from that organization than I get here. I think that the two complement themselves, and personally I see no real conflict between the two at all. In the one area I get the professional, scientific approach.

A lot of the members of these other organizations are the educational psychologists who have been doing a lot of research. Many of them have not been actually acquainted with the actual practical problems, and I come to this organization to get the answers to the practical problems which I face every day in the office.

CHAIRMAN MALLET: Clarence, would it be fair in your opinion to put it that here we deal with the administration of the program, and the emphasis of that program?

DEAN DEAKINS: I intended to say that, Don. That is our new trend. When we became a National Association of Personnel Administrators, the trend in organization has been tending toward the establishment of a Dean of Students who had primarily administrative responsibilities over a large number of personnel offices of various kinds. So our emphasis is moving in the direction of administration of these area offices.

CHAIRMAN MALLET: Administration, policy concepts, that type of relationship within the institution, budgets, and so on and so forth, as contrasted to APGA, which I believe complements this type of meeting beautifully, but it is the type of functional meeting, as Dean Deakins has pointed out.

Are there any questions from the floor? This is one we always get into in this type of meeting. I do not think we need to discuss the National Association of Deans of Women.

DEAN BROADBENT: I was just going to ask you to do that, as a matter of fact, since there was an implication here that if women are not desired, at least they may be a little squeamish about any great number of them coming in.

What about the Association of Deans of Women? Would you care to say anything publicly about it?

CHAIRMAN MALLET: I don't know anything about it. I have never been there. (Laughter)

DEAN DEAKINS: Frankly, I think a lot of them would hate to see their organization merge with ours, as much as we would hate to see ours merge with them. They actually have pulled away this past year from the larger APGA organization. They met a week previous in Washington, and then they came on to Buffalo, many of them as individuals, and participated in the meetings at Buffalo. All of them reported to me that since they had a separate meeting they thought they had a much better meeting than they had before.

They are going to follow the same program next year. They are going to meet in Chicago one week ahead.

DEAN O. R. HENDRIX (University of Wyoming): Is it possible, according to the constitution of NASPA, for women to attend these sessions?

CHAIRMAN MALLET: To the best of my knowledge we do not have any women in attendance officially. We have some wives --

DEAN GARDNER: Watch your step. (Laughter)

CHAIRMAN MALLET: I am quitting right there. (Laughter)

DEAN DEAKINS: I think officially, in the constitution, there is no reason why they could not be.

CHAIRMAN MALLET: That is correct. Officially, they may attend as long as they are Student Personnel Administrators. I think the constitution is rather specific in that point.

DEAN STONE: Don, I might point out one significant difference between this association and any other that I know of at least, in the student personnel field. That has already been mentioned. That is institutional membership rather than individual membership. It seems to me that is quite significant, if for nothing else than that once a year your president, business manager, and treasurer are reminded of the fact when they receive a bill for the dues that they belong to a professional association in the field of student personnel work. They are committed to the support of the type of thing that we stand for in this association.

CHAIRMAN MALLET: One of the other differences also, as long as we are in that, is that this group is limited to colleges, four-year-degree-granting institutions, and your institution is approved at the time you come in and not you. It is limited to that type of institution. Does that answer your question, Broadbent?

DEAN BROADBENT: Yes.

DEAN L. D. CORSON (Florida State): I notice in the organization of NASPA there are a number of commissions listed. I would like to ask what their purposes are, and how they function.

CHAIRMAN MALLET: Good question. Who wants to start?

DEAN DEAKINS: Why don't you start down the line of the various commissions. They are in the back of the program.

CHAIRMAN MALLET: I haven't gotten that far. We will find them in the program. Professional Relationships. Clarence, you are on No. 1, can you tell us about the Commission on Professional Relationships?

DEAN DEAKINS: Our job began with trying to interpret the meaning in the change of name, the direction in which the organization was going, and the relationship of NASPA with all of these various professional organizations. We broke them down, I think, into five groups. One group was the large overall organizations, such as the United States Office of Education, the American Council on Education, N.E.A. -- that group.

We are trying to determine how we are related to that group, how we can influence the membership of those organizations in the development of personnel programs, and the personnel point of view in their organizational meetings.

Another group is the accrediting associations, and we are trying to determine how we can cooperate with the accrediting associations in furthering personnel programs on the campus. For example, one of the questions that has been asked is, what do the accrediting associations ask for when they come to investigate or accredit a campus? What do they inquire about as far as the student personnel program is concerned.

Another group of organizations are those that we have been discussing, the other personnel guidance associations.

Another group is the academic deans associations. Then the final group I believe were the group of student organizations, such as the National Students Association.

Our Commission is trying to determine our relationship with all of these various organizations, actually trying to answer the question that one of you gentlemen asked earlier.

DEAN STONE: Don, I wonder if our questioner was not getting at a little different angle; namely, why do we have commissions, and what are their functions?

As I see it, the commissions are the methods by which this Association continues its work on a twelve month basis. As I recall -- Don can correct me on this -- they were first established in the St. Louis meeting in 1951. You have seen

the commissions named here. I would say that that is no indication that other commissions might not be appointed in the future. The work of these commissions may well be completed in a reasonable amount of time, and reports rendered. To repeat, it is one way by which NASPA continues its existence and its work in the field of student personnel administration throughout the year.

DEAN GARDNER: Don, I wonder if I could say a word as background. I wonder if we are getting this across to you new people. Don really skipped the history of this. I do not think he should, so that you really understand it.

This began as just a group of men with common problems who met. And it grew into sort of an exclusive club. You could come if you wanted to. And it fought formal organization for a long time. But as new problems arose in this field, the association almost unwillingly, because of the type of men who came to it, felt that it had to assume certain responsibilities. There was a great deal of discussion about the change of the name, which meant the change of the temper of this organization, and in an effort to keep the friendliness and interchange of ideas, the older men avoided formalization; but it reached a place where either this Association was going to have to take over problems of student personnel work, or somebody else would.

It always came back to the fact that this was a group that seemed to be able to do it. So then as a continuing element, to avoid too much formal organization, these commissions were established to try to answer some questions on a national level, and still keep the informality of this group. Are you all agreed with me on that?

... The Answer Men indicated they were ...

CHAIRMAN MALLET: The Commissions are really the formal representatives of the Association. Lou, I am not sure what you were after.

DEAN CORSON: That is it.

DEAN GARDNER: May I point out one thing. Commission No. 2 completed its work and it tried to set up a set of principles, a code of ethics, if you will, because personnel people were asking all over the country "What is our job? What are we dedicated to do?" and so on and so forth, you see.

Another matter was this training matter, out of which came our Group III. Then our relations with other organizations,

which has always been a difficult problem, was turned over to a Commission so we had a continuing body without too much formalization, you see.

CHAIRMAN MALLET: Are there any questions from the floor on this organization within the organization?

DEAN JOHN R. VALLEY (Case Institute of Technology): May I go back to a question on membership, Mr. Chairman? How does an institution become a member of this organization? Is it invited? Does it, itself, seek membership?

DEAN BEATY: They make application.

DEAN GARDNER: They make application to the Executive Committee.

CHAIRMAN MALLET: No group or institution is invited.

DEAN VALLEY: There is no membership committee that tries to increase the membership?

DEAN GARDNER: No. You must be accredited by your regional agency.

DEAN STONE: That application usually arises out of the stimulation or prodding of the local dean also.

DEAN E. D. VAUGHAN (University of Wyoming): The inference of several of you has been that this is an organization for men. It is a Dean of Men's organization and yet the name has been changed from Deans and Advisers of Men to this National Association of Student Personnel Administrators. I should like to know the difference between the two a little more clearly, as to why the change.

CHAIRMAN MALLET: I would like to make some references to that. It is not an organization for men. Primarily it has been an organization of men ever since it started. There is some feeling on the part of some of the members that they would like to continue it that way. I would emphasize what was said previously, that any lady is perfectly welcome to attend, and I have no doubt in my own mind but that the time is not far distant when we will have both men and women in attendance at the meetings as student personnel administrators.

I will take a crack at the second part of your question. The basic difference between the old association, National

Association of Deans and Advisers of men, and the new one, National Association of Student Personnel Administrators, is in the administrative concept which has grown up on, I think, the typical college campus, that the personnel area is a recognized area in the educational process, and does have someone who heads it up and who administrates it, who helps to make the policies, and to determine the direction that the program is going. Therefore, it is more than just a Dean and an Adviser concept.

Regardless of what the title is, and I suspect in this group here we have anywhere from three or four to a dozen different titles in different institutions, where the men representing the institutions will be doing the same job.

I am not sure that is your question.

DEAN BEATY: Don, is it fair to say that this title we have now is an attempt to make it a more inclusive type than the old title of Advisers of Men? In other words, it brings in the administrator as well as the individual adviser, the administrator of the program rather than simply the dean of men.

CHAIRMAN MALLETT: It is certainly a broader concept, Bob, if that is what you mean. Anyone else on the panel wish to talk about that?

DEAN STONE: I would say that part of the change was due in part to the change that went over the country widely, where deans of men became deans of students and directors of personnel programs, and in the latter titles having responsibility for the whole aspect of student personnel work on their campuses, rather than just work for men students only.

CHAIRMAN MALLETT: There is a new concept, rather than just working with men students only; it is an administrative concept.

DEAN DEAKINS: Some of the members have been appointed vice presidents in charge of personnel administration. It is all facets of personnel administration.

DEAN SOMERVILLE: As I recall, there are some questions about deans of students receiving their expenses as deans of students when they were not deans of men.

CHAIRMAN MALLETT: You lost me on that one, Joe.

DEAN SOMERVILLE: Don understands it.

DEAN GARDNER: As the Association grew and many of the older deans of men were put in charge of all personnel for men and women, a great many of the men from the larger institutions either should have sent their male adviser, or changed over, and though we remarked facetiously about the women, I think at the time this was changed to an organization of the chief personnel administrator on the campus, there was only one female dean of students. That was Mrs. Hawks at Mills. Now there have been several others come about. But this Association includes either the chief administrator for personnel on the campus or the administrator of the male students' personnel program. Does that help any?

DEAN VAUGHAN: Yes, it was the emphasis on this men thing that threw me here.

DEAN GARDNER: It was only logical in most institutions where you had a joint dean of men and dean of women that when they put those under one head that the administrator was a man. Now the National Association of Deans of Women does not like that too well. That is just the way the presidents operated.

DEAN STONE: Scott Goodnight put it clearly at Colorado when he said that if we were not going to remain an organization of men, then we would have to adopt the name of NASPA and NASMA. (Laughter)

CHAIRMAN MALLET: Which represents another point of view in the organization, I would add. (Laughter) Is there anything else over here?

DEAN YARCK: I have one. It strikes me that this Association meeting is a good place for a fellow to get a job if he is looking for one, and I am wondering what sort of services the Association has for job placement.

CHAIRMAN MALLET: Are you ducking, or do you want to answer?

DEAN GARDNER: No. Fred attempts to run a placement agency; but the best place to get a job is here in the lobby.

CHAIRMAN MALLET: There is nothing comparable to the placement service that AGPA runs or some of the other organizations run.

DEAN DEAKINS: I would like to say that I think Fred does gather together some very valuable data.

CHAIRMAN MALLET: He surely does.

DEAN DEAKINS: From his office he sends out to the membership of the Association, every so often, little announcements of candidates for various types of personnel jobs. And that service is available to the membership if you are looking for a job, or if you are looking for a man for your staff. I think it is a very valuable service that Fred Turner's office furnishes the membership in this organization.

CHAIRMAN MALLET: That goes on all year long.

DEAN DEAKINS: That is all year long, that is right.

CHAIRMAN MALLET: Does that answer it, Paul?

DEAN YARCK: Yes.

CHAIRMAN MALLET: What other questions here in the tickling side of this thing?

DEAN KATHERMAN (Virginia Polytechnic Institute): Does NASPA have more frequent meetings of the group than the one conference each year?

CHAIRMAN MALLET: California has one.

DEAN STONE: No, we do not have one.

DEAN GARDNER: The great state of Ohio has one. We are going to meet about four times this year.

DEAN SOMERVILLE: I do not know how you are capable of speaking. I have not seen you at one. (Laughter)

DEAN BEATY: Don, I think there is one question he asked there. NASPA does not have any regional meetings. There are regional meetings, but they are not connected with this organization.

CHAIRMAN MALLET: That is entirely on their own.

DEAN GARDNER: What we do is try to carry back information for the men in our regions or districts.

DEAN BEATY: We have a meeting in the southeast, or south, but those deans are independent of this organization.

DEAN DEAKINS: We have one in Illinois that meets once

a year, and at that meeting there are many academic deans who also carry personnel responsibilities, who attend that meeting but who never attend a NASPA meeting. So we find it very valuable to pass on some of our general principles and theories, and so forth to those academic deans who have personnel responsibilities.

CHAIRMAN MALLET: Any questions in that area?

DEAN MCKENZIE: We, I presume, get down at some point to the really practical matters with which we are all faced from day to day. I wonder if you could tell me just when that time arrives, and secondly, how it is determined what points of interest will be covered in the program, or what areas will come under consideration by the Convention from year to year?

CHAIRMAN MALLET: I think any one of you can answer it. Who wants to? Turn to page 6 and 7 and we might start from that point. Who wants to take over from there? Go ahead, Don.

DEAN GARDNER: I think after this conference Fred sends around a questionnaire asking you for any criticism and suggestions for next year's conference. Then I believe sometime a couple of months ahead of time we get something.

Then the place to bring up your detailed questions is at these luncheon meetings and these conferences, and that is why they are done by enrollment. We have tried it by types several times and that has not worked too well. There is the place to get right down and talk to the men about your own particular problem, in your own sized institution.

CHAIRMAN MALLET: The theory is that these groups are divided up so that those in the groups will have comparable problems, approaching them from the same general angle, and run into the same general program difficulties. And this is where you bring up the individual and personal operational information you will want.

DEAN MCKENZIE: It says on the Monday Luncheon program: "Tables by announced topics with Moderators to preside at each table. Double sections have been provided for those sections which attracted greatest interest. Sign up at the Registration Desk for your choice of topics."

I do not recall having done that. Does that mean I have been negligent in my registration?

DEAN DEAKINS: You will find those topics on page 10 of your program.

CHAIRMAN MALLETT: There are 20 of them listed on page 10.

DEAN McKENZIE: And you sign up any time prior to the luncheon?

CHAIRMAN MALLETT: That is right.

DEAN McKENZIE: Thank you.

... Announcements ...

CHAIRMAN MALLETT: All right, what other questions do you want to ask about NASPA?

DEAN WM. A. YARDLEY (Southeastern Louisiana College): Do these breakdowns in the institutions in size overcome some of the problems you run into in a conference of this nature where you have so many different types of institutions with varying enrollments? Does that seem to solve the problem?

DEAN BEATY: That is the attempt, I believe, to break it down into institutions --

CHAIRMAN MALLETT: Bob, I think his question is: Does it work?

DEAN BEATY: I think it does. This is about the fourth time we have had it.

DEAN DEAKINS: I think it has been fairly successful. In your meeting with a group of the same sized schools, well, you have about the same organizational setup. If you are a small school, your organization does not compare at all with the state universities that have specialists in every branch while you may have to be a specialist in three or four different branches. I think it has been fairly successful. From my point of view it has. The engineering and technical schools felt that they had special problems that still did not get discussed and so last year we had, I believe it was the first time, an extra group set up for engineering and technical schools, regardless of size. That is Group V.

DEAN BEATY: All in one group

CHAIRMAN MALLETT: Does that answer your question? It is a matter of personal opinion. As far as I could see I would agree entirely with what they say myself.

DEAN GARDNER: What used to happen is that this Association got bigger and bigger, and somebody would stand up on the floor of the main meeting and he would ask some detailed question that he was interested in, say about his dormitory set-up. Then he would want a show of hands as to how many did it this way, and that way, and it distracted from the overall policy papers and so on, and he never felt he got his answer.

So by breaking it up into types or sizes or subjects, it gives a man a chance to answer those questions, and then he can go back and appear very important to his president by saying: "15 institutions do it this way and 17 do it that way," and so on.

CHAIRMAN MALLETT: I think between the luncheons and the groups you will get about everything you want answered answered there. All right, gentlemen, what else?

DEAN BROADBENT: Is there available, or will there be available in connection with the report of this convention, a complete roster of member institutions and their representatives?

CHAIRMAN MALLETT: Of all of those in attendance, and a complete roster. The answer is yes.

DEAN STONE: In this lull, I will ask a question that may be in the minds of a number of these gentlemen who are attending here for the first time: How do I get acquainted with these old graybeards --

DEAN GARDNER: I beg your pardon. (Laughter)

DEAN STONE: -- so I might have them call me Pete, and me call them Joe or Bill or Don or Herf, or what not?

I would say the answer is to walk real close to us so that those of us who wear bifocals will have no trouble reading the name as you say it; and do not just introduce yourself and start walking away, but say, "Don, or Joe or Tom or who else it may be, I hear you have a good fraternity program over at your institution," or "I hear you are having a hell of a time with your dormitories," or what not, "and I would like to talk it over with you. Have you got a couple of minutes?"

Frankly, I think probably that the oldsters around here, the oldtimers, are just as timid as these very mature looking, baldheaded freshmen out here. Do not hesitate to walk over to any of these oldtimers out here, or back there, and introduce yourself and take time to chat a bit so we can really

become acquainted because we like that, and we hope that it will be a matter of mutual pleasure. That is one of the things that is very important in these conferences for us to get acquainted with each other. We can only do it by each of us making an effort.

DEAN BROADBENT: I notice that most of the name badges have merely initials. For example, mine has T.L. Here we have J. F. Here is Paul. But most of them, it seems to me, have merely initials. Would it not help to have the name, if you want the first name, which I do. "T. L." can stand for Theodore, or anything else. It happens to be Tom.

CHAIRMAN MALLET: You can use a pen or pencil to remedy that without too much difficulty. These slide out without your having to be an engineer.

DEAN SOMERVILLE: There might be some things we wouldn't like to be called. (Laughter)

DEAN GARDNER: Don't take away our wheelchairs. (Laughter)

CHAIRMAN MALLET: I would like to emphasize what Hereford has said. It is an informal group. As newcomers, you should not feel strange. I know that there will be a period of time when you do not know too many fellows. I do not think you will have any trouble getting acquainted if you will go halfway.

Before we adjourn, we had a lot of newcomers come in. I am going to ask that we go around the room. For those of you who came in late, we did this at two-fifteen. Will you stand up and introduce yourselves, so that they can get a look at you, and mention where you are from and who you are.

... The Newcomers arose and gave their names and the name of their institution ...

CHAIRMAN MALLET: Gentlemen, it is three o'clock. I would like to say one word. The meeting is yours for the next three days. I think we have a good program, as I look at it.

I would urge you to have a good time, get acquainted, participate. It is the easiest group in the world to get to know. I would say personally, from my point of view, it is the grandest bunch of fellows in the American educational game. I think you will agree with it.

If you have any other questions, come up and ask them personally. I am going to adjourn the meeting at this time. We are adjourned.

... The Orientation Meeting for New Deans and Directors and New Members of the Association adjourned at three o'clock ...

SATURDAY EVENING SESSION

May 1, 1954

The first General Session of the 36th Anniversary Conference of the National Association of Student Personnel Administrators, held May 1-4, 1954, in the Hotel Roanoke, Roanoke, Virginia, convened at six-ten o'clock, President Robert M. Strozier, University of Chicago, presiding.

PRESIDENT STROZIER: We will have the invocation by Ed Cloyd of North Carolina State College.

DEAN E. L. CLOYD (North Carolina State College): Heavenly Father, we thank Thee for letting us come together again and allowing so many of us to be here this afternoon to renew our acquaintances. Thank Thee for Thy goodness to us. May Thy blessing be upon our loved ones who are not with us, and upon every man here. Use us in Thy service. We ask it as Thy servants. Amen.

PRESIDENT STROZIER: We are not going to start the program before you get to eat, but Mr. Kenneth Hyde, who is the Associate Manager of the Hotel Roanoke, is going to say a word to us before dinner, instead of after dinner.

MR. KENNETH HYDE, (Associate Manager, The Hotel Roanoke): President Strozier, Secretary Turner, Ladies and Gentlemen: We are grateful to you for inviting us to the dinner this evening. I am sorry that I will be unable to stay for dinner, however. A few of the group who met here this morning are staying over, and naturally I am trying to get them back next year.

Our state slogan here which the Conservation Commission uses, is: "You are welcome in Virginia." We try to tell our friends who come to the Hotel Roanoke, "If you don't make yourselves at home here in the hotel, ladies and gentlemen, it is your own fault."

We are so happy to have you back again with us. I do not believe Dean Newman is here. He was here in 1939, over at the University. We want you to make yourselves right at home. Fred has a nice trip planned for you tomorrow, which I know you will enjoy. Come back as quickly as you can en masse or in convention, or if not, come back individually, and we will welcome you all. (Applause)

... Dinner was served ...

PRESIDENT STROZIER: It is my happy privilege to welcome all of you to NASPA. I have seen many of you already. Some of you I have not had the opportunity to shake hands with. It is always good for us to get back together again for a meeting of NASPA.

I am sure you have been wondering who these sordid characters are at the head table and why they are here. I thought I would introduce them. I hope you will restrain your applause, no matter how much you want to applaud, as I introduce them.

We are very happy that Vic Spathelf, the immediate past president, who has left us to become president of Ferris Institute, was able to come back and join us this evening. Vic, will you stand up so we can see you.

The next man is a man whom you should avoid if you can. Don Gardner from Akron. He is the only man who has been president of this organization twice. He was president back in the early days, and the year after he was president the second time he proposed a motion in the Association that no man be allowed to be president more than one time. (Laughter) I am glad to introduce to you a selfless public servant, Don Gardner. (Laughter)

The next is our perpetual Secretary. We hope he will be perpetual, because should he ever not be Secretary, the President would have to work. (Laughter) This is Fred Turner from the University of Illinois, and at the end of the program this evening he will, as we always expect, make his announcements which keep us going and keep us in the groove.

The next is Jack Stibbs, the perennial host in New Orleans. When you go to New Orleans, Jack is the host. He is almost officially so. I do not know how his personal or professional budget carry his responsibilities in this regard, but they do magnificently. Jack, of course, is the chairman of Commission III which sponsored the seminar at Harvard in January.

You have already heard Ed Cloyd, from North Carolina State, who gave the invocation this evening; and he is a Past President and the man who knows more jokes than any man in the Association. Ed Cloyd. We wouldn't dare let him tell them in this group. (Laughter)

Tom King, from Michigan State College, who presented the film this afternoon, and he is the man whom we call the most dapper man in the National Association of Student Personnel Administrators. (Laughter)

Next is Jack Gwin, a member of the Executive Committee, who is the Dean at Beloit College.

Our host for tomorrow, Frank Gilliam, at Washington and Lee. We are all looking forward to this. He has worked very hard to arrange a good day for us, and we are very happy to have him with us.

Paul Eaton from California Tech. Paul must have a good travel budget, because he shows up everywhere, and we are always glad that he does. (Laughter)

And like the other man at the other end of the table, Broward Culpepper, who is a member of the Executive Committee from Florida, was the Dean of Students at the Florida State University at Talahassee, and he was too good and so they have made him the Executive Secretary of the Board of Regents of the state of Florida. He is really leaving our ranks, but he is still with us. We are very happy, Broward Culpepper. (Prolonged applause)

I went by Don Gardner's suite this afternoon for a glass of Ginger Ale (laughter) and I was talking about the perplexities of a presiding officer who also was the speaker of the evening. It seems to me that the least that a speaker of the evening should have is someone to introduce him to say some untruths about him that kind of set the stage, but as the program is drawn up, and as Fred finally published it, I am introducing myself for the evening.

When I proposed what might be said, there were some of the most obscene remarks that I have ever heard, (laughter) and I desist from passing them on to you at this time. In fact, at the end of the little session, Don Gardner offered to do it, and I said I refused absolutely and completely his offer.

Mr. Hutchins once was introduced, when Mr. Hutchins was the Chancellor of the University of Chicago, and he was once introduced by a man who was most flowery in his introduction. When the man finished and Mr. Hutchins got up, he said, "After hearing that, I can hardly wait to hear myself speak." (Laughter)

I have not thought of those nice things to say, but as your President, I shall give you a speech that has a no more glamorous title than:

REPORT TO NASPA

This has been a fruitful year for NASPA. We are growing

bigger and stronger. All of the Commissions have been active and productive. The resounding success of the seminar sponsored by Commission Three will be delineated in later programs. New schools have been added to our roster. Our continuing growth symbolizes the strengthening of the professional outlook of our Association.

I am proud of our growth, and I am a little worried by it. Because we are clearly on the ascent, we may be lulled into believing that we have solved our problems. We are certainly on our way, but I think we still have far to go.

I first attended NADAM in Dallas in the spring of 1947. It was a happy occasion for me, as I had never before met such a relaxed, affable group of men assembled for a convention. Don Gardner in his address, spoke courageously of our problems and needs. He pointed the way toward the future. I had the vague feeling, however, that conviviality (which I heartily approve) took some precedence over more serious deliberation on that occasion. I felt that the blend might be slightly altered without losing the best of either. Subsequent meetings of the Association have encouraged my belief that the seasoning can be more subtle, and that the brew we have produced since that time has been more nourishing.

The establishment of the Commissions has been one of the most forward steps taken by NASPA. The groundwork of Les Rollins and his colleagues, and the cooperation of the administration of the Harvard School of Business, served Jack Stibbs and Fred Turner well in the brilliant leadership which Commission Three has had. It is unfortunate that attendance at the seminar had to be limited. Every member of NASPA would have profited from the experience. It was one of those rare occasions when administrators in the field could take an objective look at their problems -- to see not only their vast complexity in the total life of the community, but also to examine their own roles as they influence other people as well as the policies and welfare of their institutions. In the future I hope this work can be extended to include a broader participation by the members of NASPA.

Another important aspect of this particular project was its approach to self-examination and problem solving. Though its participants were administrators, and though its subject matter was problems we usually meet as administrators, the Seminar was not an administrative device. It was a study situation. We came together in a classroom environment. We met as students. We worked in the academic tradition. Too often the members of the

personnel profession stand apart from that tradition. This is a fact we do not always face squarely.

Administrators at all levels have a difficult role in the academic community. An administrator is supposed to get things done. But too often I fear we become so absorbed in doing things, that we lose sight of the primary objective of the college or university. Sometimes we act too much like corporation executives rather than like teachers. We must be both. Too rarely do we combine in ourselves the necessary ingredients of scholarship and administrative ability. Yet, an administrator who has no claim to scholarship cannot act with poise and security in an educational environment. Neither the technical jargon we have developed in our field, nor the slick techniques we sometimes take for panaceas, can replace the qualification of sound academic training. The issue is much broader than the mere achievement of academic respectability. Respectability in the academic community is a vague concept, too often used to conceal qualities unbecoming to those who teach. Competence, not respectability, is the issue. What makes for competence in our work? That is the question.

Competence in our field requires more than research skill. Often the most able research scholar will be an utter failure in the personnel field. On the other hand, it is a deception to assume that getting along with people is the sole qualification for the personnel worker. Perhaps we have emphasized integration into the group, and getting along harmoniously with other people, too much. The over-emphasis of these values frequently acts as an excuse for the lack of courage to face real issues, and to take stands which, though supported by sound educational principles, may result in unpleasant situations.

I once worked for a man who never disagreed with anyone, who never took a firm stand on anything, and who managed nevertheless to keep a certain position of importance. His sole aim in life and in his job seemed to be to make everyone happy. But in his pursuit of this laudable though sentimental goal, he avoided facts, and remained blind to the frustration he caused many people who came in touch with him. Neither facts nor the consequences of ideas are always pleasant. Those who work in the academic community owe their first obligation to facts and ideas.

My concern is not for top administrators, but for those who make the wheels turn, lest they become little more than stokers at the intellectual furnace. The main business of the college is teaching, and that of a university both teaching and research. These solid facts we should never forget. Education

does not end in the classroom; it begins there, and the educational process should permeate the whole life of the campus. The residence halls, the extra-curriculum, the sports programs, the publications, all should be an integral part of the educative process -- but they are only a part, and let's face it, the second part. The classroom remains the core of our enterprise. The college could go on without the extra-curriculum. The curriculum is indispensable.

The educational values of the extra-curriculum cannot be realized unless we understand, and are closely allied with the curriculum itself -- unless the force of our work is felt and favorably received by the members of the academic community who are solely academic in their interests and pursuits.

At the University of Chicago the administrative lines are clean-cut. The academic deans are concerned with the faculty and the curriculum. The dean of students is responsible for the services which the University affords. The administration is highly centralized, and, ultimately, great responsibility rests in the hands of a relatively few administrators. I would not suggest that our pattern has solved all our administrative problems, or that it would fit other institutions. Though I believe our delineation of responsibilities is reasonable, our very centralization accentuates the necessity for the delegation of duties. Such an administration emphasizes the fact that no second officer can be successful without a superior officer who understands his situation, who has a firm grasp of the over-all administrative organization, and who will not yield under pressures to courses of expediency.

The heads of modern educational administrations must delegate authority, and do so without reservation. In most cases where deans or directors are without status on their campuses, it is because they have not earned the right to the positions they hold. The most common diseases afflicting our profession are weakness and vacillation, or conversely, an authoritarian assumption of the god-like qualities of omnipotence and omniscience.

The weak members of our profession pat backs and smile unctiously, without demonstrating the moral stamina to stand up and be counted when the going is rough; they substitute novel formulae for traditional, proven educational techniques, and shun or secretly scorn serious academic endeavor because they do not have the native ability or educational qualification to hold their own in what is, after all, an academic enterprise.

It is my deep conviction that administrators should

be members of the teaching faculties. I have often admitted that I am a poorer teacher for spending such a vast amount of time in administration; but I am convinced that I am a better administrator for also being a teacher. The time spent in preparation and in the actual classroom exercise looms large when there is so much detail to handle. But the administrator whose whole time is given to detail stands a fair chance of becoming submerged in detail. It is almost impossible to keep one's perspective under such circumstances. The busiest deans are not necessarily the best deans. Often they, like some ineffective college presidents, have not learned to delegate responsibility.

I am also disturbed by the tendency of the personnel worker to forget the personnel with whom he is supposed to be working. As our profession has matured and developed its own distinctions and complexities, the division of labor has become refined, our staffs have multiplied, and our individual assignments have become more specialized. All of this has set the stage for professional incest. Some of us can go for days, insulated by a competent corps of subordinates, or by an illusion of our administrative grandeur, from the students who should be our primary concern. Among the multitude of unique responsibilities which are accumulated in the typical dean of students' organization, the student welfare can easily get lost. With the many opportunities we enjoy to breathe the rarefied air of policy making, we can easily develop a dislike for the cruder atmosphere of the down-to-earth student life.

The fact remains that whether or not we see or understand our students, the decisions we make will affect the lives of young people at an age when they are deeply impressionable, and acutely sensitive to how we conduct ourselves. A thoughtless word, a superficial judgment, an insincere position, a slick answer, may not only debase us in our own inner hearts, but it may lose the respect and confidence of our students. There is no substitute for students in a dean of students' life, and on a campus where there is a dean of students, his existence, in one way or another, for better or for worse, will touch the students who live there. Our own morality, our own personalities will be accurately reflected through the morality and personalities of our colleagues, and ultimately will set the tone of the student life, and the relationship of our organization to it.

To administrative ability, and to academic solidity, we must add a new emphasis to the moral requirements for performing our jobs. Indeed, I think the most crucial problems which have confronted us since the end of the war, have been problems which are not susceptible to simple administrative

manipulation, or to solution through the application of specialized bodies of knowledge or techniques. They have been problems which test our worth as rational and moral men. That we have not yet solved these problems satisfactorily, is but another way of saying that we are still undergoing our severest test.

Neither group dynamics nor the science of counseling have kept from our office doors the waves of hysteria set in motion by the age of investigations in which we live and must work. While we often justify the extra-curriculum as a laboratory for democratic experimentation, during the last few years we have broken all records for the suppression of free student newspapers, for the weakening of self-government by students, and for the abolition of student opportunities to encounter and solve political problems on their own. While we have learned to analyze and studiously discuss the idealism of youth, the psychological aspects of youthful rebellion against authority, and the insidious techniques of propagandizing and indoctrination, the growing political alertness of American students, and the insertion of these political-moral questions into the extra-curriculum, find us confused and often in full retreat. In the face of these novel problems, the temptation to yield to expediency is great. Oscar Wilde, with his usual flippancy, said that he yielded to nothing but temptation. Our temptations are to make the decisions which give us temporary sanctuary from unpleasantness, to compromise what we know to be sound educationally, in the name of public-relations or some other vague value. Ours is perhaps the greatest opportunity in the whole academic community, to teach practically through real social situations the meaning of freedom, and the obligations of free men and women.

Are we prepared for this opportunity? Our own personal political affiliations are irrelevant. But our own personalities, our own moral standards of value, are not. We cannot pass the buck, nor can we take refuge in a paternalism which denies the very educational process which we should attempt to strengthen in every part of our program.

These issues emphasize anew that we must be something more than adept technicians or narrow theorists. We must accomplish something more than keeping the peace, assuaging the public opinion about our institutions, or deluding our superiors into thinking that they preside over passive and stereotyped student citizens, about whom they need not worry.

On our campus we were recently faced with a large debate concerning a single fraternity which had a selectivity clause in its constitution. On one side there were students who

would have preferred to kick the fraternity off-campus summarily. On the other side there were those who argued that freedom of association entitled a fraternity to restrict its membership as it desired. On one side were assembled all of the arguments about the evils of discrimination, and about the denial of freedom because of race, color or creed. On the other side students and influential alumni with equal sincerity also talked about freedom, the sanctity of property and contract rights.

The issue was joined, and the discussions seemed endless and torrid. In the course of several months, faculty members, students and administrators -- our whole community -- became involved in this debate. And of course, the dean of students and his staff sat squarely in the center of it all.

Finally we reached a conclusion about this problem, and we adopted a course of action. In retrospect I have wondered about my conduct and role in this dispute. Was there any solution which would have pacified all of the dissident elements? Should I have acted to keep this problem from flaring into public notice beyond the campus? Should I have solved this problem at the outset through the arbitrary use of my authority. Should I have given greater weight to the alumni pressures? Indeed, I might now ask, are these proper questions for a dean of students to ask himself?

I believe in the performance of our jobs we must refer more and more to the total pattern of the academic community. We must approach our problems with a sensitive understanding of the curricular goals of our institutions, and with a dedication to the fundamental objectives of liberal education. We must avoid isolating ourselves, and strive with renewed vigor to achieve in ourselves those values which the college as a whole seeks to instill in the young men and women in whose hands will rest the future. (Prolonged applause)

SECRETARY-TREASURER FRED H. TURNER (Dean, University of Illinois): I think that our very modest President might at least have stood up and taken a bow after that nice applause. Why don't you do that? (Applause as President Strozier arose)

I wonder if I may take the privilege of thanking our President for this excellent address, and one which I am sure is going to look as good or even better in type than it sounded, if that is possible.

Bob said that I should get up and make these announcements as soon as he was through, because he didn't have anything else to say. So, Bob, let me take the opportunity to thank you

as President for the Association for the splendid address you have given us on this occasion.

It is my privilege to make some announcements, but before doing that, I would like to make one or two introductions. First of all I would like to introduce Leo Isen, who is sitting here in front of us. Leo and his brother Joe have been reporting our meetings -- this will be the 17th year. They have been with us year after year. They take these meetings down, and Leo not only takes it down now, but he gets it out for us in print within four or five weeks. And Leo is here with a real sacrifice, because he brought his wife home from the hospital with a new baby boy yesterday morning, got on the plane and came down here. So, Leo, we appreciate it very much. (Applause) Leo, I think you had better stand up and take a bow. (Applause)

Bob, will I be out of place if I go a little sentimental about this?

We have here tonight, either in the room, or scheduled to be here, ten of the men who met here fifteen years ago when we met at the Hotel Roanoke. There were 80 people present at that meeting, and of the 80 people who were here then, ten are here, or scheduled to be here and will be here I think before the meeting is over. Eight are gone. They have left us and joined the Chapter Eternal. There are many of those institutions still represented with members, but with different people. I think it would be proper to read the names of those who were present at that meeting:

Ted Biddle, University of Pittsburgh;
 Ed Cloyd, North Carolina State College;
 Ed Curtin, who was assistant dean of men from Rutgers
 Don Gardner, over here on the end, Univ. of Akron;
 Frank Gilliam, Dean of Students then, Dean of Students
 now;
 Bill Guthrie, who was an assistant dean of men fifteen
 years ago; now Junior Dean at Ohio State;
 "Cap" Julian, Dean of Student Affairs fifteen years ago;
 and now Vice President;
 R. E. Manchester, Dean of Men then; Dean of Men now, and
 due to be here, but has not appeared yet unless he
 came in since the meeting started;
 J. Jules Somerville, from Ohio Wesleyan; and
 Fred Turner, who was Dean of Men at that time.

That was the group. I think it would not be improper if I read the names of the men who have gone in that time:

M. L. Fischer, Purdue
 Joe Bursley, Michigan
 Fred T. Mitchell, Michigan State
 Victor A. Moore, Texas
 Joseph Park, Ohio State
 J.R. Schultz, Allegheny
 Geo. Stevens, Washington University
 C. A. Tibbals, Armour Institute of Technology

I suppose George Stevens probably had the most interesting death of the bunch. He knew something was wrong, and drove his car off the side of the road, turned off the motor and died. That is one of those things.

So much for these sentimental sides of it. We do have business to do yet tonight.

I might say to you that we tried in this meeting to do for you what you have asked, which is to give you a little more time to play, and not quite so much work, and we did set up, with the help of Frank, this trip up to Lexington to the Lee Chapel and church tomorrow, and Frank has done a lot of work on it.

... Announcements re Convention activities ...

SECRETARY TURNER: There are two or three other announcements. Those of you who have registered -- and I know we all have not yet -- when you registered, picked up among other things these two cases from the Harvard study, Cases 1 and 4, and if you were not at the Harvard Seminar, try to get those read between now and Monday morning when Jack puts on the program, because the program on Monday morning will mean much more to you if you have read those two cases over.

As the people who have attended these meetings previously know, we go into group conferences by sizes of institutions. Those of you who participated before know that is a gab feast where we will take Bob's speech and tear it apart, and find out what is wrong with it, and maybe they will say some good things about it before they get through.

Mr. Chairman, those are the announcements, for the present. Thank you very much.

PRESIDENT STROZIER: If there is nothing else, we stand adjourned.

... The Conference recessed at seven-forty-five o'clock ...

M. L. Fischer, Purdue
 Joe Bursley, Michigan
 Fred T. Mitchell, Michigan State
 Victor A. Moore, Texas
 Joseph Park, Ohio State
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SUNDAY, MAY 2, 1954

The members of NASPA and their wives in attendance left the hotel Roanoke at nine a.m. for a bus trip to Washington and Lee University in Lexington, Virginia.

A very beautiful and impressive Worship Service was conducted, beginning at eleven o'clock, at Lee Chapel, Washington and Lee University. The splendid services were directed by the Reverend David W. Sprunt, D.D., Director of Religious Work, Washington and Lee University, assisted by Mr. James Cook, Organist, and a choir consisting of representatives of the Washington and Lee Glee Club.

President Francis Pendleton Gaines, Washington and Lee University, addressed the assembly briefly, extending to them his greetings and a very warm welcome to the campus.

The members then toured the Robert E. Lee Burial Grounds and Museum, after which the NASPA delegation departed by bus for the Natural Bridge Hotel where they were served a very delightful smorgasbord luncheon. At their leisure the delegation then viewed the inspiring scenery of the Natural Bridge, one of the seven natural wonders of the world, along with Salt Petre Cave, Lost River and the Lace Falls.

At four o'clock p.m., the buses departed, returning the NASPA delegation to the Hotel Roanoke.

SUNDAY DINNER MEETING

May 2, 1954

The Dinner Meeting was called to order at six-five o'clock, President Strozier presiding.

PRESIDENT STROZIER: We will have the invocation by Dean Bosworth of Oberlin College.

DEAN E. F. BOSWORTH (Oberlin College): Our Heavenly Father, creator and sustainer of life, we look to Thee in our moments of accomplishment and in our days of discouragement. In Thee we find hope and ambition and inspiration.

Draw near to us, we pray, and fill us with a sense of Thy reality and of Thy concern for Thy children here on earth. We would dedicate ourselves to Thee and to our fellowmen that life may be full and rich and abundant for all men everywhere.

We ask Thy blessing upon this food and upon our lives as we live them in Thy sight. Amen.

... Dinner was then served ...

PRESIDENT STROZIER: My wife told me this evening, as only a wife can, that she was glad that I made my speech last night, in view of the fact that people had so much exercise last night that they would go to sleep if I had spoken this evening.

I am glad to say that we have the kind of a program that will keep you awake this evening, even though some of the more careless characters have shown up today after my speech. Fred Weaver, the Vice President, has come in at last and Bob Shaffer and Les Rollins, and others have shown this afternoon, after both my speech and the physical exercises we went through today.

I am sure you want to know who these characters are at the head table again tonight.

Fred Turner, who is one character, we shall say, with great originality and ingenuity, needs no introduction. The next gentleman is Joe Clarke from Trinity, whose President is speaking this evening, and who is therefore dignifying the head table. Will you stand, Joe, so they can get you identified.

Next is the man who drove the longest distance in

order to come here. I don't know how he does it on the University of California's budget, but he left three weeks ago and won't get home for another three weeks. (Laughter) The continental United States, Hurford Stone. Hurford, we are glad you are here.

And Ken Little from Wisconsin, who is Vice President in charge of Student Affairs. We are glad to have you, Ken.

The next is our speaker for tomorrow afternoon, Mr. Walter Taylor of the American Institute of Architects. We will be seeing him tomorrow, but we are very glad to have him with us this evening.

Dean Bosworth from Oberlin, who gave us the invocation this evening. You had better stand anyway.

Wes Lloyd, formerly president of this association, from Brigham Young, the Dean of Students there.

John Hocutt, who is now from Delaware, but who was our host several years ago at William and Mary, and such a gracious host there.

And the man with the longest and most distinctive name in the Association, Francis R. B. Godolphin, from Princeton.

... Prolonged applause ...

PRESIDENT STROZIER: The problem of every dean of students is the president of the institution, as we know. We get together and talk about our administrative responsibilities and clearance of authority, and things of that kind, and we are really talking to each other, when the people we really ought to be talking to are the presidents.

I happen to be a French teacher, as some of you know, and we get together (and the language association) and we talk about why people do not study foreign languages, and why it would be good for them to do so, and we are talking to each other, and usually it is very ineffectual.

I think the Dean of Students at Trinity is a very lucky man because Al Jacobs, who is the president of Trinity, is one president in the United States who really knows and understands the personnel field, and who has taken the trouble from all his time in his administrative work to give us his interest and his thought. He was with us and made a very interesting and distinguished talk two years ago when we were at Colorado Springs,

when he was then the President of the University of Denver.

Most of you know that he was a Michigan man, that he was a Rhodes Scholar, that he was a distinguished professor at the University of Colorado, that he was the President of Denver University, and that he is now the president of Trinity College in Hartford, Connecticut. He is also serving at the present time as the very distinguished chairman of the American Council on Education Commission on Student Personnel.

I think we really are fortunate in having Al Jacobs as our friend, and as our co-worker, even though he takes the time from his presidential duties to do so.

It is a great pleasure, a personal one indeed to present to you Dr. Albert Jacobs, President of Trinity College. (Applause)

DR. ALBERT JACOBS (President, Trinity College; Chairman, Commission on Student Personnel, American Council on Education): Thank you very much. Mr. President, Members of the National Association of Student Personnel Administrators, and Guests:

I warmly appreciate the cordial invitation again to address this distinguished group, but I appreciate fully that the encore is due entirely to my chairmanship of the Commission on Student Personnel of the American Council on Education, and not to my talk of two years ago at Colorado Springs. But whatever the reason, I am delighted again to be with you.

Traditionally, you certainly pick beautiful places for your meetings. It was just 25 months ago that I had the privilege of attending your annual convention at the Broadmoor. I was there as an interested layman, and I was there for several reasons: because of my close friendship with your distinguished President of that year, Dr. A. Blair Knapp of Denison University; because of the prodding of my warm friend and then esteemed colleague at the University of Denver, Dean Daniel D. Fedder; but primarily because of the proximity of Denver to Colorado Springs.

I spoke to you, having been, I readily concede, expertly coached by Dan Fedder, as an antique professor drafted into administrative service, but as one who retained a vital interest in the welfare of students. My subject was, "The Student -- Who Cares about Him?"

Yes, I spoke to you two years ago with amateur concern and enthusiasm. I did not dream that what I said on April 4th,

1952, concerning student personnel work, would crop up later to plague me. It was, I thought, a one-time deal in which from time to time that lowest of persons in the echelon, the college president, must engage to convince his constituency that he earns his salary.

Yes, I had a most happy time with you, and I thought that we had bid each other a fond but a happy farewell. But here I am, and just two years later. And what is even more embarrassing is Dean of Students at Trinity College, my esteemed colleague, Joseph C. Clarke, is here to check up on me. I really am on the spot.

Your extremely able Secretary-Treasurer, Dean Fred H. Turner, of the University of Illinois, suggested that I review the address I made at Colorado Springs and then pick up the subject where I left off. He has further suggested that I discuss the interests and the activities of the Commission on Student Personnel.

In the first place, let me make it clear, it is extremely difficult, in the words of Dean Turner "to pick up" the subject where I left off at Colorado Springs because in ignorance sublime I there ventured statements that I would not dare, with responsibility, make today.

The second half of my directive -- the hopes and the plans of the Commission -- is one with which I am most happy to comply. The Commission is anxious to have its program placed before such a significant group.

So I have chosen for my topic, "Colorado Springs -- A Careful Reappraisal."

I shudder to recall some of my remarks of two years ago, but fools rush in where angels fear to tread. I then said, and I am by no means my favorite author, that we have just one common goal: The training of our youth to become intelligent citizens and leaders, capable of distinguishing between right and wrong, preserving the freedom on which our nation was founded. And this goal has never been more important than today when the world is engaged in a life-death struggle of prolonged duration between freedom and totalitarianism; when in the successful outcome of that conflict our strongest force is not military might, important as it is and will be for years to come, but our citizens, their learning, knowledge and skills, the devotion of their best efforts to the objects of their endeavor, their integrity and honesty, their assumption of full responsibilities of citizenship.

With these elementary remarks you all agree, I am sure. They are still very pertinent today.

Speaking directly to the members of your Association at Colorado Springs, I then said: You have every right to regard the elements of your professional skill requisite for the successful performance of your job as very definite essentials of the special educational discipline of which you are a part. You have a right, therefore, to feel that yours is an area of service which is not to be invaded by anyone and everyone connected with the institution. You have the right to demand that all who would seek to perform your particular services must have some professional orientation therein, and understanding thereof. Teachers do not enter the classroom without professional skills.

Yes, my friends, you have a job to do, an important job, one that requires persons properly trained. In higher education, I continued, there is no such thing as an individual empire. All of us must be dedicated to service to the whole student. To the extent to which you try to circumscribe your areas, and to exclude yourselves from intimate contact with the faculty, you are creating an empire and defeating your basic objectives in higher education.

This, my friends, I wish again to stress.

I realize, I then continued, there is a tendency on the part of the faculty member to concern himself primarily with his subject matter, his research, his writing, and his teaching in the classroom, and to say in effect that he wants no part of the other life of the institution. But this all the more stresses the importance of your doing the things which the faculty member needs in order to reach his full effectiveness in the institutional setting. It stresses the importance of your reaching out and drawing the faculty member into these intimate relationships with the students, whether it be at the level of counseling him with understanding and sympathy in the classroom situation, or in attending the social functions to which the students invite him.

I said certainly it calls for a well integrated and well planned and aggressive program of drawing upon faculty members when they can serve with information useful and essential to the counseling process. And it calls for a return road of that information from you and your professional cohorts. You must supply the faculty with the kind of information about their students which they ought to have to enable them to do the most understanding and useful job in the classroom. To my mind, I then said, this is one of the most crucial and needful areas for your future operation.

I am glad that Dan Fedder coached me so well in regard to these basic considerations. I realize more and more their intrinsic soundness.

Unless your student personnel program, I continued, is integrated with the classroom the faculty and the administration, then no fancy line diagrams or organizational structures will be effective. Unless you are working with all the institution, you are in effect working in a vacuum.

More fundamentally, I concluded two years ago at Colorado Springs, you are educators, and as educators you must constantly be aware of the necessity for evaluating what you do in terms of its effect upon the total educational experience of the student. Yours, I said, is not merely an emergency function. Yours is not merely a supplement to the total educational main spring. Your part in this whole educational picture is as integral as any other. When you regard yourselves, I said, in this light, and when you function accordingly, then you need have no concern about finding the proper place in the sun.

So much then, my friends, for a summary of the remarks I blithely made at Colorado Springs. According to my instructions I am to pick up where I left off.

In spite of the fact that a little knowledge is a dangerous thing, I will endeavor to do so in discussing the plans of the Commission.

The Commission on Student Personnel was established in 1952 by the Council on American Education, as a policy and planning group. It is composed of four college executives, three teachers, four student personnel administrators and two students. Its primary function is to give attention to problems and opportunities in higher education as they relate to the well being and the maximum development of students.

In higher education, I repeat, there is no such thing as an individual empire. All of us must be dedicated to service to the whole student. The establishment of the Commission was a part of a larger plan of reorganization of the council's program for planning and development.

From the standpoint of time, ours was the first of the new commissions in certain key areas of council activity.

Two basic concerns were responsible for the creation of the Commission on Student Personnel. One, of course, was the interest in the individual student, that he be not overlooked in

the hustle and bustle of modern college life. By the process of organizing to do a job we often tend inevitably to become concerned with processes and intermediate goals which fall short of the objective for which we strive. And student personnel work is no exception.

The Commission, as I have indicated, is made up of administrators, professors, student personnel workers and students. In this way the insight of all groups vitally concerned is brought to bear upon the end objective of higher education, namely, the development of individual students.

The second basic concern underlying the Commission's establishment is the proper placement of student personnel work in the institutional framework. Unless, I repeat, you are integrated with the classroom, the faculty and the administration, unless you are working with all of the institution, you are in effect working in a vacuum.

Like other educational functions which tend to become differentiated administrative activities, your program may be regarded as peripheral to the educational process. It may thus be looked upon as an activity rather than as the central contributing focus to the expression of the educational philosophy of the institution. This is the basis of our concern. This is what we want to prevent.

The 25-year report published in 1925 of the Edward W. Hazen Foundation contained the following pertinent remarks in regard to student personnel work, and I quote from that 1950 report:

"It has been less alert and apt in relating its professed concern to students to the work of teachers, and to the philosophy and program of the educational enterprise as a whole.

"It is still true, as it always has been, that the crucial roles in higher education are those of the teacher and the student, and any program or development which is not fundamentally concerned with their main work is bound to continue as a marginal service, however important it may be.

"Perhaps," the Hazen report continued, "the counseling movements contribution to higher education will be made in the limited but important field of its present major emphasis. May it also be true that a deeper reading of the implications of the student personnel point of view might lead to greater concern with educational philosophy and with the work and art of teaching."

I ask you to keep these meaningful comments in mind.

The predecessor of the Commission was the Committee on Student Personnel work, composed, you will recall, almost exclusively of student personnel administrators. The base of membership has now been broadened, only Dean Daniel D. Fedder of the University of Denver, and Dean Williamson of Minnesota providing the essential continuity. Of its present thirteen members, only four are currently and directly engaged professionally in student personnel activities.

In order to bring new points of view to the Commission, a systematic plan for orderly rotation is being presented now to the Council.

A change in the chairmanship of the Commission shortly after its creation, due to the resignation of John W. Nason as President of Swarthmore College, caused delay in the start of its constructive service. It was not until April of 1953, a year after I had talked to you at Colorado Springs, that the work of the new Commission effectively began.

In the intervening year, the Commission has moved deliberately in exploring matters of philosophy, objectives and approaches. It has held 2-day meetings in April, August and November, and another early this week. So far the Commission has devoted its attention largely to discussion and consideration of basic objectives of individual students in our colleges and universities.

The Commission during the past year has been concerned, and deeply so, with questions of fundamental philosophy. A previous statement of philosophy developed by the Committee on Student Personnel Work was expressed in 1949 in the Student Personnel point of view, with which you are, I am sure, all familiar. According to that statement, and I quote: "The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student's well rounded development, physically, socially, emotionally and spiritually as well as intellectually."

"The student is thought of as a responsible participant in his own development, and not as a passive recipient of an imprinted economic, political or religious doctrine or vocational skill.

"As a responsible participant in societal processes of our American processes," the report continued, "his full and balanced maturity is viewed as a major end goal of education, as

well as a necessary means to the fullest development of his fellow citizens."

From the personnel point of view any lesser goal falls short of the desired objectives of democratic educational processes, and is a real drain and strain upon the self realization of other developing individuals in our society.

At the very outset, my friends, the Commission carefully considered this prior statement of policy. It was agreed that while the philosophy of the early committee largely recognized this Commission's objectives relating to students and to student personnel workers, it did not spell out adequately matters of relationship in objectives and in practice between student personnel workers and members of the teaching faculty.

The Commission felt that it should begin to explore afresh the ground which it seeks to occupy, recognizing that it may return to earlier concepts, but that it might in some ways proceed beyond it.

Speaking generally, our concern is with the student and his total development as a person, as a member of the academic community, and as a member of a larger community. We conceive this to be our concern, be we teacher or student personnel worker, president or dean. The nature of our job, like that of the student personnel field, is dynamic. As we consider and elaborate this procedure of common concern, it seems desirable that we do not at the outset limit ourselves to any existing statement of philosophy.

While actually there is now widespread verbal acceptance of the student personnel point of view, as conceived by the earlier committee, in action wide gaps and shortcomings exist in teaching even the objectives which that point of view emphasizes.

The Commission has agreed that rather than adopt a credo or platform and seek effective means of selling that platform, its function is to stimulate informed discussion and action. The Commission's approach is thus to promote attention to problems of student personnel work within the content of the educational philosophy of a particular institution or institutions. The leadership role of the Commission thus emerges not in the sense that it presumes to know all the answers; certainly its chairman does not, but in the sense that it stimulates to activity those who are and should be concerned.

Early in the life of the Commission a meeting was arranged with a dozen invited critics of what might be called "Conventions in Student Personnel Work." These critics were college

administrators and teachers as well as persons connected with professional associations in this field. Anticipated criticism largely failed to materialize, though many valuable and constructive suggestions were advanced.

It appeared that differences between educators who argued that the intellectual development, and those who hold that the total development of the student ought to be the chief objective of institutions of higher learning arise in large measure because of the definitions used. These differences may also develop through failure to take into consideration the basic philosophy and objectives of the educational institutions concerned, and the meaning they have for institutional performance.

The Commission early recognized that it is impossible to discuss desirable student personnel practices without determining and defining the institutions to which such practices are to apply. At the least, it is necessary to separate out the large, the medium and the small, and apart from each of these, the so-called city-college where students live at home and enjoy many of the features of adult rather than student community life.

Because each type of institution has distinctive problems, no across-the-board definition of desirable student personnel program is, or can be, possible. What works at Vassar or Trinity will not at Michigan or Minnesota, and vice versa. The program must be identified and discussed within the context of the philosophy and objectives of each educational institution itself.

From the outset, one of the major concerns of the Commission has arisen from its feeling that on many campuses student personnel work has come to be regarded by both students and faculty as a separate service or administrative activity, an empire apart from the rest of the institution. To the extent that this view is held, the objectives of student personnel work fail to be understood as fundamental in the total educational process.

The Commission has been concerned with the even greater recognition of the opportunity which the teacher has in working with students, and not in seeking to circumscribe or diminish the opportunity of the student personnel specialist. This I want to make very clear. Recall my remarks, which I have quoted, at Colorado Springs. The Commission is now considering the best way to study this most important matter. Because of our interest in this vital question, Dr. Harry J. Carmen, Professor Emeritus of History at Columbia, and Dr. Ira Reed, Professor of Sociology at Haverford College, have been added to the Commission. Their

contributions have been highly significant.

We thus are concerned as to whether there are impediments which prevent the teacher from making the student the central focus in teaching. This fundamental issue was the subject, you will recall, of a section at the annual meeting of the American Council on Education in Washington last October. I was privileged to serve as the chairman of that section. In opening the discussion I suggested certain items which with your permission, I will briefly summarize.

I noted the continuing expansion of knowledge and the difficulty of the teacher in informing himself in his own and other fields; the pressure of individual research, the interest of the teacher himself, recognizing that many are concerned only with research, shutting out the welfare of students; that this interest may be due to practical necessity because of institutional policy of up or out, publish or perish, too inadequate salaries.

I noted further a special ignorance on the part of teachers as to what students are really like and what are their special problems -- an area in which you can be of invaluable help; the competing demands for the teacher's time, faculty committee service, outside employment, participation in student affairs. I noted too the difference in basic philosophy of some staff members, not agreeing with the premise that students are the primary business of a college or university.

I referred also at that time to certain pressures of a great number of students in the years ahead, of the equally great lag of the preparation of adequate numbers of effective teachers. Inevitably this will mean, unless we plan most carefully, larger classes and less faculty member time available per student.

Another area of special interest to the Commission pertains to the extent professional organization in the field of student personnel work, to the desirability of effective relationship between these associations and the Commission. Specialists in this field have a genius for organization and for service. The Commission is most anxious to cooperate with them in the furtherance of our common objectives.

A letter has recently gone forward from Dr. Adams and myself to a selected group of such associations informing them officially of the establishment of the Commission, outlining briefly its major purposes and concerns, welcoming cooperative relationships, and expressing the hope that they will suggest areas in which the council can make significant contributions.

This invitation I am privileged personally to extend to you. We need your helpful cooperation if we are effectively to do our job.

There is one item on which the Commission is entirely agreed, and that is that it does not by any means know all the answers. In this connection I raise with humility the problem of effective training of student personnel workers. This is a matter of the greatest consequence because of the strategic position such persons occupy in the institutional framework.

I ask you to recall the remarks I have quoted from my earlier address at Colorado Springs. By its very dedication, this is a matter in which the Commission is deeply concerned, and in regard to which it would be happy to devote its attention.

The Commission would be interested at the request of, and in full cooperation with, one or more of the several distinguished professional institutions in this field to embark on this special subject. The Commission, however, is of the opinion that this cooperation must begin with the planning stage. While we are reluctant to proceed on our own in an area in which cooperative effort is so essential, we feel that if we can be of any help we must assist in the basic planning.

Still another area of major concern relates to students and to their organizations. Early in the history of the Commission it recommended that students be invited to fullfledged membership. In the autumn of last year the President of the United States National Students Association was added. Mr. James M. Edwards has been of great help. The President of the Intercollegiate Association of Women Students has also been accepted. In this capacity, Miss Betty Gard attended our recent meeting in Ann Arbor.

We started with the major premise that if students are citizens of the college community, as such they must participate in its institutional operation. This premise, I might add, underlies the philosophy of the Commission. It is dedicated to interest each institution in its own way to develop on its campus a climate in which students may have increasing opportunity to serve responsibly and actively in community government.

This of course raises the fundamental question for each institution, namely, to determine what areas are appropriate for student participation, and under what conditions. And this question, I might add, is not easy of effective resolution. But it is one which must be faced by students, faculty and administration. When student organizations say that they want to participate in policy making, just what does policy participation mean?

It is clear that desirable forms of participation will vary from institution to institution, depending upon circumstances, such as the institutional statutes defining definite areas of authority. But it should, in the opinion of the Commission, be possible to point up areas of activity, student and institutional, where students are and in many cases do have an active and useful role.

Trinity College intends to conduct a self analysis in order to determine this area.

So a project to explore the principles underlying the status of participation in the government of student life is now under careful consideration. Such a study, if undertaken, would require full cooperation from organizations as well as institutions. We must also keep in mind that it is not our function to tell a college or university how it should handle its own affairs.

Another project to study the role of student activities, providing educational opportunities for skillful and democratic leadership is under careful review.

The Commission, furthermore, is interested in the role of fraternities and sororities. In our opinion, they are under proper circumstances a most potent factor in furthering the objectives of Alma Mater, in training leading citizens and leaders. We do not want our colleges and universities to lose the benefit of this great potential. Because of this conviction, the Commission is seriously considering whether in cooperation with other groups we should sponsor a study of the current purposes and functions of fraternities. Our objective would be to determine whether they are adapted to the dynamic scene in American higher education, whether their continuance in present form and function is warranted, and what is their probable contribution to the future of the educational purpose.

Among the other proposals which the Commission currently has under review are two which involve the moral and spiritual purposes of higher education.

The nature of the objectives of the Commission, its current major interests, the extent of professional organization in the field of student personnel work, the role of teachers and the involvement of student and student organizations -- all these factors have suggested that the Commission has a unique opportunity to use its meetings to tackle simultaneously a number of its major objectives, particularly if they are held in conjunction with some of the groups concerned. This we have tried to do.

We have had a most worthwhile meeting last autumn at Poughkeepsie with the faculty, administration and students of Vassar College. And we have similarly come from such a similar meaningful meeting at the University of Michigan, where Dean Ray cooperated most effectively in making the successful arrangements. In the autumn we plan to meet with the Western Personnel Institute, as well as with the Associated Colleges at Claremont.

The Commission's basic and continuing objective is to appraise and reappraise the philosophy and procedures in higher education relative to the maximum growth of students, and to stimulate such appraisal by other interested groups. Meetings for a sufficient length of time on campuses or in connection with professional, student, or other associations of educators provide rich opportunities. We are thus able to invite representatives of such groups to meet with us, and thereby to contribute to both developing information available to the Commission concerning problems and points of view, as well as to stimulate such groups to appraise practices, attitudes and guiding philosophies which may have become the product of habit.

Dean Max West from the University of Florida, representing the Southern College Personnel Institute, was, I am happy to say, the guest of the Council at the recent meeting in Ann Arbor. Thus, I repeat, the meetings of the Commission can become a major activity designed to further such basic objectives as reappraisal of philosophy and objectives of student personnel work as well as to stimulate the groups concerned to give attention to important issues in this field.

The Commission believes that developing problems and events in education make essential from time to time responsible reappraisal of philosophy. The major purpose of holding meetings in the manner suggested is to give additional guidance to the Commission in formulating a new statement of philosophy. The Commission now anticipates by the end of the next academic year their desire to prepare and publish such a statement, based in part upon its deliberations with interested groups.

The Council, I am delighted to report, recently has received Foundation support for part of the program I have outlined.

In conclusion, let me say it has been wonderful to be with you and to have this opportunity to report on the Commission's program. We rely upon your continued cooperation as you carry forward your significant service. I thank you. (Prolonged applause)

PRESIDENT STROZIER: Thank you, Dr. Jacobs. I am sure that all of us know that this able statement from Dr. Jacobs this evening is testimony to the brilliant leadership which he, as the chairman of this Commission, is providing for the workers in our field. We are very deeply grateful to you, Dr. Jacobs, for being with us and for giving us this very able talk.

Fred, do you have announcements to make?

SECRETARY TURNER: I have four.

... Conference announcements ...

SECRETARY TURNER: Again, I would like to call attention to the fact that the program tomorrow morning can be much more interesting and significant for you if you will be sure to review the cases, Case 1 and 4, from the Harvard Seminar and have them in mind..

Bud Ray is the chairman of the Resolutions Committee and in order to avoid the difficulty we ran into last year, the Executive Committee, at its meeting in regard to resolutions, passed this as a sort of a rule for resolutions for this particular conference: Proposed resolutions must be in the hands of the chairman of the Resolutions Committee not later than Monday night in order to be considered at the business meeting on Tuesday afternoon. Any resolutions to be proposed after this deadline may be added to the agenda and considered only by a three-fourths vote of the Conference. In other words, if you do not get your resolution in by tomorrow night, and still want to present something, you will have to get a three-quarters affirmative vote from the conference in order to get it considered.

Those are the announcements I have.

PRESIDENT STROZIER: This concludes the dinner program.

... The Conference recessed at seven fifty-five o'clock ...

MONDAY MORNING SESSION

May 3, 1954

The Conference reconvened at nine-ten o'clock, President Strozier presiding.

PRESIDENT STROZIER: Well I feel very much encouraged about the convention, as I am sure you do too. The weather is good. It was a little hot yesterday, but it is a beautiful morning. The White Sox are still in first place, which is very important news, (laughter) and everybody seems to be in good humor.

We are going to have a report from Dave Robinson on our attendance. I think we have a good attendance, but we would like to know. Dave.

ASSISTANT DEAN DAVID W. ROBINSON (Chairman, Registration Committee; DePauw University): First I would like to thank again the men who assisted in registration. They gave many hours of their time in the first day and a half. Very briefly, they were: Bob Calvert, Hanover College; Bob Katherman, Virginia Polytechnic Institute; Associate Dean A. E. McCartan, State College of Washington, Stan Norton, Illinois State Normal University; and Jim Sours, University of Wichita.

As of this moment, we have registered 214. The number is fewer by 31 than we had last year at Michigan State, but we have reason to believe that there will be more in today.

Thank you.

PRESIDENT STROZIER: Thank you very much, Dave.

This morning the program will be devoted to the discussion and report on the seminar held in January at the Harvard School of Business. Many of you were in attendance at that time. We plan to have a break this morning after the first case and discussion of the first case has been presented.

Les Rollins is here, at the back of the room. I think all of us remember when he was getting under way with Commission III, and the work that he did, and his passing the chairmanship on to Jack Stibbs.

Jack has worked freely on this job, and we have certainly seen the fruits of it. As I said in my talk to you the

other night, I am sorry that every man here could not have been at the seminar. It was a rewarding experience for everyone who was there. We are talking now about the possibility of having another one next year. There are some problems, but the only problem is financial. So we will say there is a problem, a financial problem about the seminar for another year, but the Executive Committee and the administration at the Harvard School of Business are both enthusiastic about the results and we hope very much that it will be possible to have another group assembled next year.

We cannot make a definite report on it. I am not sure that we can even at the end of this meeting. But it is an idea that is at work.

The people there have done a great deal. Mr. Stibbs and I have been in touch with Clarence Faust, whom many of you met at Harvard, head of the fund for the advancement of education of the Ford Foundation. I saw Clarence in New York last week, or ten days ago, and talked with him, and while we might not get financing, the door has not been closed at least on this possibility. If there is anything further to report on that line, we will let you know before the end of the meetings tomorrow night.

I am going to turn this over to Jack Stibbs, who will preside at the entire session this morning.

... Dean John H. Stibbs, Tulane University, Chairman of Commission III, assumed the chair ...

CHAIRMAN STIBBS: Bob, Members of the Association, it is my very great pleasure to present the first portion of our fairly elaborate report on the seminar held last January at the Harvard Graduate School of Business Administration. The Seminar was more than successful -- it was fabulously successful. Our hope is that through the program this morning all of you will be able to share some of the exciting professional experiences which those of us who attended enjoyed in such large measure. In presenting our evaluation of the Seminar, we are making three different approaches.

First, for Commission III, I will present my fairly factual report on the planning discussion and results of the Seminar.

Then we are going to bring before you two cases with two teams of participants, men who were at the Seminar. We are

going to try to run the program just as uniformly as possible. I shall simply introduce the team of Paul Connole and Francis Bowditch, after I have reported, and they will proceed to call upon and question each other, and after that we hope very much that we will get questions and comments from the floor. We have passed out two cases. We hope very much that you have all read them.

To begin with, let us recall the promise that Commission III made at East Lansing.

(1) We observed that the modern student personnel officer has great responsibilities and has an important influence on the lives of our college young people -- mere enrollment of students was multiplied after World War II to an extent that appalled everybody -- the elaborate residence halls program of on-campus living has been adopted from one end of the country to the other -- new emphasis has been placed on attention to the individual student through various kinds of counselling, all, for the most part, coming under the dean of students -- campus cultural programs have been expanding, and for these the dean of students is usually responsible -- and now there is the tremendous enrollment which we are looking forward to and which will be upon us in just a very few years.

(2) We observed that student personnel officers frequently come to their positions without adequate preparation. For example, a man is almost literally jerked out of an academic department, a man who knows absolutely nothing about the problems of administration.

(3) We argued, therefore, that an in-service training program for student personnel officers was in order.

(4) We announced that the Harvard Business School had presented us with the opportunity to do some in-service training in the field of administration. Granted that it takes more than a sense of administration to make a first rate student personnel officer -- the student dean ought to have, we agreed, (a) a strong instructional sense, (b) a strong cultural sense, and (c) a strong ethical sense. But usually the student personnel officer is fairly well equipped in these areas, whereas frequently he doesn't know much about administration. More particularly, the Harvard Business School offered to assist us in attempting to apply the case method to student personnel problems. That was the promise made at the meeting in East Lansing.

The task of selecting participants was extremely difficult. Under the supervision of the executive committee of the

Association, Commission III had two sessions at East Lansing last spring attempting to draw up a tentative list of participants. The executive committee met at the end of the East Lansing meeting to review this tentative list.

Next, the executive committee through Fred Turner's office sent letters to the Presidents of all institutions holding memberships in the National Association of Student Personnel Administrators, inviting these Presidents to recommend members of their student personnel staffs for participation in the Seminar. Then all these papers were brought together at three different meetings of members of the executive committee and members of Commission III and ultimately a final selection was made.

So many people applied that we urged the people at Harvard to revise upward their estimate of the number of people who could participate. You may recall that in our report last year we had agreed with the officers of the Harvard Business School on 25. At our request, then, the figure was doubled from 25 to 50. Approximately 60 people were finally selected. In all we had over 70 people in attendance, the others being members of Commission III, members of the executive committee, officers of the Harvard Business School and a few guests such as members of the Law faculty at Harvard and visiting educators who happened to be in Boston at the time of our meeting.

You will be interested to know that we received over 130 applications for participation in the Seminar. Selections were made with a view towards having representation from every geographic area as well as from every administration level in higher education which would be concerned with student personnel work. Participants came from 28 different states and the District of Columbia, and represented administrative areas from university Presidents through Deans, Directors, and Assistant Officers of Student Affairs. We felt badly about having to turn down as many people as we selected. But we felt good about being able to take twice as many as we originally planned. You will be interested to know that of the 62 persons selected to participate, only 2, for one reason or another, were unable to come.

On Sunday, January 10th -- along with a most beautiful fall of snow the participants arrived, registered, and were welcomed by Dean Strozier for the Association and Dean Donald K. David for the Harvard Business School. At this time we were made aware of the thorough preparation which had been made by our members at the Business School -- Vernon Alden, Tom Graves, and

Les Rollins. For example, the following materials were provided in a package:

- 1) Case Manual, a large binder containing write-ups of 14 cases.
- 2) Three-page Agenda, covering the events scheduled from Sunday through the following Saturday.
- 3) List of students, for each participant, of any members of his university or college presently attending the Harvard Business School.
- 4) Alphabetical listing of participants, giving university affiliation, room assignments, class section and group discussion assignments for the entire period.
- 5) Listing by discussion group assignments of the membership of each of the nine discussion groups with additional mention of university affiliation and room assignments.
- 6) Seating chart for each of the two general sections, showing location of each member by the reproduction of small pictures of each member on the chart under the number of the seat he was to occupy in his section.
- 7) Page outlining the assignment for the first day of the seminar (Monday) after which assignments were made at the daily session.

We all stayed in Hamilton Hall. Each morning each participant met with his small discussion group in one of the rooms of Hamilton Hall from 8:30 to 9:45. Then all participants put on their galoshes and waded through the snow to a beautiful new building where we were divided into to class sections which met from 10 until 12:15 in amphitheatre type classrooms. At lunch time we again went outdoors and walked to Kresge Hall -- the new student-faculty commons. In the afternoon the small group discussions lasted from 1:15 until 2:30. From 2:45 until 5 o'clock the two large class sections again met. There was a cocktail hour every afternoon before dinner, which served as a reception for the after-dinner speakers and as occasions where Fred Turner could work out on the piano. Dinner was served at the Faculty Club in Kresge Hall.

After dinner we gathered in the lounge of the Faculty Club to hear invited speakers on topics of interest in the general field of education. Dr. Clarence Faust, President of the

Ford Foundation's Fund for the Advancement of Education, spoke one night concerning student needs in the college environment. He pointed out that student personnel administrators had an increasing responsibility for the purposeful direction and individual development of the students and discussed ways of establishing an atmosphere conducive to carrying out these responsibilities. At the request of his audience, Dr. Faust also described some of the work being done in his area by the Ford Foundation.

Dr. Herold Hunt, Harvard Professor of Education, spoke on Wednesday evening about the problems expected to result from the anticipated increases in enrollment. Mr. Harold Smiddy, vice president of General Electric, spoke on "Organization and Administration of Educational Work," and stressed the point that in securing funds for operation educators must increasingly reduce obsolete activity in their institutions in order to gain assistance from and justify operational costs to contributing business organizations. Professor Edmund Learned, Harvard Business School, on Thursday evening summarized and evaluated the activities conducted during the seminar.

The cases which were discussed throughout the week had been prepared by experienced case-writers from material submitted by student personnel administrators throughout the country and selected for their value on the basis of the problems posed, with names and places disguised. The use of the case method to stimulate thoughtful analyses, considered solutions, and understanding of the administrative principles and relationships involved in each case brought lively discussion and a productive exchange of ideas.

The large section meetings were skillfully presided over by Professors Learned, Merry, and Andrews, all of the Harvard Business School Faculty. In addition, opportunities were offered for the participants to make a tour of points of historical interest in Boston and to visit M.I.T. Extras were, however, held to a minimum in order to provide a maximum of time for seminar work. A most instructive experience was provided in the arrangements made to allow seminar participants to visit and become acquainted with the Harvard College dormitory and its master.

At a final luncheon attended by members of Commission III we agreed to request each participant to send in a report of the Seminar to the President of his institution with a copy to the chairman of Commission III. These reports were splendid. In approaching the business of evaluation, I can do no better than to read to the members of the Association some of the

thoughtful comments of those who participated. Carl Kallgren of Colgate -- I don't believe he is present, is he, Fred? -- wrote a very wonderful report. I will read selections from his statement. Carl wrote:

The case method as a teaching technique was of great interest to me and I was surprised by the sense of urgency and excitement the cases created. They were discussed before, during, and after the class sessions. It is somewhat surprising to look back on, but during the week the business of settling the cases as nearly right as possible seemed the most important thing in the world at that time-- as important as though they were actual cases for which we were responsible. To be sure, the personnel of the seminar contributed to the success of the case method since these were on the whole competent, experienced administrators brought together from the entire country and representing a wide diversity of institutions: Ivy League, Big Ten and other State Universities, Engineering, Private Co-Ed and Men's colleges, and big Municipal universities.

The instructors somehow instilled in the group the will and purpose to solve the cases. They were different in their methods of conducting the classes but all, by their conduct of the class, gave it a reality and seriousness that removed it from mere academic discussion. Never will I forget the session when the class was driven to draw the distinctions between the facts of the case and the value judgments which superficially could be mistaken for facts.

We were all impressed by the way a case would unfold and new insights be gained the longer the discussion continued. The consideration of the Corelli case, for example, attained such reality that one felt as though he knew the characters; indeed, some aspects of the case were quite moving even though one sought to be objective. There can be no question that with the right cases, good instructors and competent participants the case method is a dynamic, powerful method of instruction. The student learns by actual participation and not by the absorption and retention of lecture or book material.

The study of the cases reinforced what some of us knew or sensed, that even those that appear simple have cross currents and affect many persons. This was vividly illustrated by the diagrams drawn on the blackboard showing the relationships and involvements of the various personalities in a case. What sort of persons are President Kirkman and

Dean Langston? We are driven back to the facts and clues actually in the cases. What are the pressures, the purposes, the ambitions of each? It was interesting to observe how people's attitudes and solutions changed during and as a result of the discussions.

To arrive at a sound conclusion one must get all of the facts, get them in relation to the various individuals concerned, get them from the points of view of the individuals involved. Yet all of the facts may not be available when a decision must be made. The case method, with the participation of so many different people, caused us to see facets and considerations not apparent to us at first. As each person necessarily perceives the situations through his own total experience and attitudes there will necessarily be a slightly or even markedly different interpretation for each person and the instructor. Yet from it all emerge fresh viewpoints and deeper understanding. This clearly indicated that independent snap judgments, except as necessary in a crisis situation, are poor administration. Careful, deliberate, objective study of the facts of the case from all possible angles with the benefit of staff discussion is the only sure method of arriving at suitable solutions.

The study of the cases indicated the importance of sound administrative practices. This is as important in education as in industry. Many of the cases dealt with problems in large institutions where a Dean of Students sought to coordinate the activities of student personnel services but some officer failed to understand, acted foolishly or perhaps perversely and the problem became what to do? Should the Dean appeal to the President? Chop off a few heads, as some at first proposed? Well, the longer we studied the cases the clearer it became that it was the duty of the Dean of Students to find some way to bring the offender, if potentially a competent officer, on to the team if possible. Only as a last resort should he be dropped or at best encouraged to leave.

The instructors made some things clear about their attitude toward administration: (a) Good administrative practices do not mean manipulating people or indulging in slick or sharp practices. (b) Good administration is not authoritarian with edicts being handed down from top administration; rather it is teamwork at all levels but particularly the level that reports to the President. It is the responsibility of this team to keep the President informed,

to help in the formulation of policy, to help make the policies effective in operation. There must be singleness of purpose and team spirit both horizontally and vertically. (c) Administration is not an end in itself -- the purpose is not the creation of harmony to make people happy -- the ultimate purpose of business is profits; of a college, the cultivation of learning and the development of the students morally, intellectually, socially and physically (the whole man). However, for industry to make profits many factors are involved, all influenced by administration, and profits are the primary but not exclusive objective of the business. Good administration sets the tone for the entire operation. While attaining profits in industry may involve, among other things, design, financial and industrial planning, production, promotion and distribution, these are in turn affected by the human relations within the organization and in dealings with the distributors and public. Similarly college administration does not exist for the sake of the administrators, their welfare and happiness, but these in turn have an important effect on the success of the administration in terms of the institution's objectives.

My one regret was that so many of the cases dealt with relations between administrators and too few with the direct relations with students and their problems.

In conclusion I would recall what was said in the final meeting although I do not have a direct quotation. Probably few will be able to pinpoint any one aspect of their jobs and say, "I learned how to do that better at the Business School." However, all will have absorbed more than they realize from the week's experiences and what they think and what they do will in some measure always be affected -- even though unknown to them -- by their participation in the seminar.

So much for Carl's report.

We were privileged to have as guest at the Seminar Mr. Frank C. Abbott of the American Council on Education. Frank stayed with us every minute during both the hours of work and recreation. He was a splendid participant. We were very happy to have Frank with us. This is what Frank had to say in his report:

As the case method worked out in the Seminar, it involved three distinct phases of group exploration and discussion of any one case. Thus upon a first and second

reading of a case in our rooms the night before class, we were encouraged to discuss the case with our roommates. At this stage, there was a great deal of interpretation and illustration from our own local experiences. At 8:30 a.m. the following day, we met in discussion groups of seven or eight men to hash over the salient points of the case again and to discuss alternative solutions. At this stage there was relatively less illustration from the experience of individual participants in the discussion. This group broke up at 9:45 a.m., and class was held from 10 to 12:15 p.m. to go over the same case once again. We were divided into two classes of approximately 35 each. Here the local material largely gave way to discussion in reference to principles, ideas, procedures. Instructors took the position that their role was to help identify main threads in the discussion and to aid the group in weaving the discussion into useful patterns. Instructors seemed really to believe that it was from the group itself that the best answers must emerge; by and large they avoided even interfering the existence of principles which might be instructive. Their role was essential nonetheless; it required great skill to shape a discussion which never lagged and in which the greatest problem was to hear all of the four or five deans who were talking at once.

Our week was a period of instruction in "what to do" and in "how to do it" more than in "why". It was furthermore, limited in scope of coverage and in intensiveness of analysis in the areas which were touched. There was nonetheless considerable explicit discussion of philosophy in class, though there was hardly an opportunity to develop such discussion systematically. This was in part the result of the great breadth of subject-matter potentially available for consideration and in part a result of the fact that we were, as it were, prisoners of our method -- there was not available a reservoir of cases from which appropriate ones might be selected, and we used all that were available on any closely relevant subject. It happened that none of the cases touched upon relationships with members of the faculty and there was consequently no discussion of this whole vital aspect of effective student personnel work. Quite apart from the usefulness of the week in adding to our knowledge, however, were impressive values accruing through our discovery of the case method as a method of approach to our everyday problems, and our discovery of the rationale behind the case method -- (a) its utility as a device for learning from others; (b) its intrinsic demonstration of the importance of coming to

appreciate other points of view. I would guess that, at least to a point, the usefulness of a session as short as a week would increase with the increasing precision of definition of the field to be covered. Considering the time available, the target "student personnel administration" was, I think, too broad for greatest utility; focus upon student personnel and other administration relationships, or student personnel and faculty relationships would, I think, help to add greater values in the area of substance which would reinforce the other values which we experienced. An alternative which I think might be equally useful would be to adapt a one-week program by freeing parts of it from the limitations of the case system and injecting some of the techniques of the working conference. In such a structure, the case system would supplement statements and discussions of principles and policy. In this way some of the values of more comprehensive and balanced structuring might be added to the tremendous usefulness which I know all of us found in the first Seminar for student personnel administrators.

Another excellent report came from Guy McBride of Rice Institute. I do not believe Guy is here, is he? He was unable to come. Guy writes as follows:

I have been turning over in my mind the questions raised in your January 22 letter about the Harvard Business School Seminar of Commission III, NASPA, and the most direct answer I can give is that it seems to me the result there obtained in applying the case method to student personnel problems was to produce in each of the participants an awareness of the management aspects of his job. By this method the multiplicity of problems presented in daily confusion to the typical personnel dean can be solved in a manner consistent with a policy attuned to and sensitive of the pressures from all other areas of university life, rather than being solved on an ad hoc basis as they present themselves.

I believe that my reaction to the case system in general was and is a favorable one. Whatever success we may have had in applying it to our own particular problems was due to the impact of diverse backgrounds in men of common intent and understanding. My adverse criticism of the conduct and procedure of the seminar is that I felt the definite lack of some summary by the members of the Business School staff at the end of each of the large sessions; not a summary of the facts of the case or even the conclusions reached but rather of the management principles involved. With all due respect

to the personnel at the school, and this respect is in my case very great, I feel that we did not come there to be instructed in morals or ethics or counselling techniques, but rather in the application of sound business management principles to our own particular needs. Perhaps I am asking for what is unavailable; perhaps in no business management case, much less in ours, will a set of factors emerge which can be pinpointed as the "management variables in the case" but if this could be done I believe it would have been most valuable to us and will be found so to successive participants.

Perhaps the most sincere praise I can give the Seminar is the testimony that the day has yet to pass during which I have not had cause to reflect with good result upon some experience or discussion encountered there.

Jack Pershing of Georgia Tech wrote in this manner:

Through the use of the case method of study, one was forced to be specific in his comments because the situation necessitated it. Theory and generalizations had little place in the first stages of the class discussions. You caught easily how different individuals and the variety of institutions represented would handle a definite situation. And yet, out of the discussion would come some generalizations which one could call "rules of thumb." Through the use of cases which were not atypical but involved several problems in areas such as administration organization, faculty-student relations, student personnel philosophy (s), and general institutional philosophy and aims, a wide area of the field of educational administration could be covered. All present, I am sure, could and did project themselves very easily into many of the cases studied. The experience contributed to my professional growth by "involving" me in the solving of problems without the headaches and pressures which would be present if the case was "alive" to me.

Ted Zillman of the University of Wisconsin wrote that:

The chief aim of the Business School's approach as I saw it was to make as crystal clear as possible to us, that every administrator accomplishes his objectives and the organization's welfare through the cooperation of the personnel who are associated with him in the enterprise. He must never lose sight of the fact that his superiors and those for whom he has supervisory responsibilities are first and foremost human beings. They have their share of strong points

and weak ones, convictions and prejudices, fears and frustrations. One learns to consider that even though Smith shouldn't feel one way about a certain situation, it is possible that he might, and his emotional response is the fact with which the administrator has to concern himself. Clarity in communication, fields of responsibility, and understandings are administrative "must" considerations which one overlooks at his peril. While this was the chief lesson to be derived from the seminar as I saw it, I am certain we all benefited from the discussion of many peripheral fields in which we shared mutual problems and responsibilities. We often found ourselves continuing a discussion long after class, which had been suggested by an awareness of different approaches to the same substantive problem at our respective institutions.

Frank Bowditch of Massachusetts Institute of Technology made this statement in his report:

If it is right that an administrative team should have a common philosophy and common attitudes, then all decisions must be made in a climate of allegiance to the common philosophy. It is also clear, that if a climate for growth and harmony is to exist, the whole organization -- from top to bottom -- must be clear on what the philosophy and common attitudes are.

The illness of our times, whether we look at educational institutions, business, or government, seems to spring from a failure in recent years, under the impact of rapidly changing conditions, to review our philosophy, to pledge allegiance to this philosophy as an act of faith, and then realistically, courageously, and thoughtfully to make all decisions in accordance with our faith. All this must be done, of course, in a climate which recognizes the individual -- his uniqueness, his rights, and his obligations.

Harold Stewart of Wayne University made the following helpful criticisms:

Was it hoped, among other objectives, that those present would carry away some perhaps hitherto unrecognized principles of personnel administration, which would make them more effective as Dean of Students? In my own case, I feel that the sessions drove home, and brought into focus, some ideas relative to "administering" which had been floating around in a nebulous fashion in the back of my mind. Also, a somewhat new (to me) technique of approach

to the kinds of problems frequently faced, a technique of analytical resolution of the situation in terms of persons and personalities, was clearly defined and should prove most helpful.

I did miss, and this is my most serious criticism, the general lack of summing up and pinpointing in pithy phraseology of the "principles of administration," which I feel these highly qualified men -- Learned, Merry, and Andrews -- might have contributed. This probably reflects my own mental inertia and laziness, however, or perhaps my relapse into an undergraduate frame of mind. I wanted it done for me, in black and white, as a law from Sinai, rather than have to work to attempt to assemble it myself, with the grave possibility I would come up with the "wrong answer." But I wonder if some time could not have been given at each session to an attempt to have the group come up with some "basic principles" derived from the discussion, rather than so much concern as to "what the right answer was" to a particular problem?

In brief, I would like to have seen more emphasis placed on "principles" and "analytical techniques" derived from discussion of the problems, and less on the problems per se. And here, I believe, our teachers could have given us much more than they did. This is not to be construed as a criticism of our "profs." Admittedly, this field of endeavor was new to them and one which they were exploring. It is a suggestion, constructive I hope, for such possible extension of this method of work as may develop.

Besides these reports from which I have read, we received many others that were very carefully prepared and very useful to the Commission.

In concluding my part of the report this morning, let me say briefly that the plans of Commission III are confined for the most part to a two way approach to Foundation people who were present at the Seminar last January and who witnessed this very considerable effort in the direction of the professional development of Student Personnel Administrators. Through the efforts, particularly of Dean Strozier, we are asking for sufficient funds to stage another Seminar either at Harvard or elsewhere, either on administrative or other aspects of our work. We know that there are at least another 60 men who would value such an experience. We are also asking for sufficient funds so that we can establish a half dozen internships for the purpose of enabling younger members of this Association to understudy senior deans

at different types of schools. We are not able to announce anything definite at this time, but we have high hopes.

This concludes my part of the program -- that is the statement of Commission III on the planning and discussion and results of the seminar as measured by the Commission.

As we move forward on the program this morning, Paul Connoles of Washington University and Frank Bowditch of MIT will go to work on case No. 1. The person who reads first, we put him in a sort of straight jacket. We told him to lay out the case and the issues as he sees it, and then we have asked the critic to pile into him and object or add or qualify in any way he sees fit.

Then after a break in the session this morning, Bob Cunningham of Illinois Institute of Technology and Jack Brown of Temple University, will go to work on Case No. 4, with the same procedure.

Then finally, Vernon Alden, Assistant Dean Vernon Alden, will speak for the school and give an evaluation of the seminar as seen by both the administrative officials there, Dean David and the Assistant Deans, and also the faculty officers of the business school.

So as I suggested, I should like to have us proceed in a very informal manner, and after Paul has given his paper he will call on Frank, and then we hope very much that we will get many comments and criticisms and questions from the floor. Paul.

ASSISTANT DEAN PAUL H. CONNOLES (Washington University): Thank you very much, Jack. I might mention that in the few years that I have been in participation in this group, my prime mission has been to educate the group that Washington University is not to be confused with George Washington, Washington State, University of Washington, Washington and Lee. And now at least 90 per cent of the people know that we are from St. Louis. But I see I have another mission to perform and that is educating Bob and Jack that the name is "Connōl" and not "Connolē". Fortunately though I do not have the same difficulty that our friend from Lake Forest has, Hoogesteger, if you remember his remarks of last year.

The last time that I appeared before you in any way, shape or form, was at the St. Louis meeting when helping Arno, more familiarly known as "Arnie", I was general flunky, and some of you saw me running around there then. So in preparation for this meeting, I thought I would fall back upon the advice that my

gave me. My father was a locally well-known, well-respected public speaker and in my developing years -- of course at that time I was not interested in advice, but he gave me plenty, and so I thought back on some of his advice.

How to prepare for a speech? And it calls to mind a case where an itinerant preacher was the guest for the night at a home. The old couple were trying to make him comfortable. The lady got up early in the morning to prepare a big breakfast for him. As breakfast was being served, the preacher stated that all he wanted was a cup of coffee, although he was hungry and he liked the food presented, in order for him to do his best in the pulpit he should present his message on an empty stomach.

Well they went to church. The husband went to church, the wife staying home to prepare a big dinner. The husband returned a few minutes before the preacher, and the lady said, "How was the sermon?" And the old man said, "He'd just as well of et." (Laughter) So I ate a good breakfast.

As Jack said, in our meetings up in Boston there were many men talking at the same time on some occasions, and it was easy for each of us to see that the group in each classroom on each point was separated into two groups. On the one hand there were those who were sharp and discriminating, highly intelligent, who agreed with your point of view, (laughter) and those who were rather dull and opinionated and narrow who disagreed. (Laughter)

But it was also startling how the change took place, how much some of them improved, how much some of them deteriorated when the next point came around.

In one of the reports Jack mentioned the fact that it would have been nice had we been able to have sort of a pithy phraseology to sum up what we were doing. Well now, this pithy phraseology reminds me that a teacher in the lower grades in presenting a course in plant biology was describing the orange to the class, and said, "On the outside of the orange we have the heavy skin. Do you know what the skin is, Mary?" "Yes, ma'am." "And right under the skin we have the meat of the orange. You know what the meat is, don't you, Joe?" "Yes, ma'am." "And in the center we have the pit. You know what the pit is, don't you Johnny?" "Yeth, ma'am." (Laughter)

As was mentioned, those of us who are to present the cases are in a straight jacket. We are to be timed. You cannot hear it, but the clock is going. So inasmuch as I have taken up some of my time in an attempt to present a few lighter thoughts, I will have to discard one page of my report.

I really feel that I need to express my appreciation for the opportunity of participating in the Harvard Seminar, but I will not dwell upon this for I feel very strongly the necessity of communicating to you the inestimable potential value to all of you as possible participants in future studies of this kind. It would take considerably more time than is available to any of us to convey to you all of my thoughts and feelings concerning this program of critical evaluation of administrative procedures, so I wish to go on record as making a very strong recommendation to Commission III, the Executive Committee, and any and all of you that may be concerned, for a continuation of a formalized program of self-evaluation by NASPA. Those of us that attended the seminar realized immediately upon arrival at Hamilton Hall that this was serious business, and, individually, we had a serious responsibility. A glance at our assignment sheet showed us that the game had only started and that we were carrying the ball. Our assignment included individual study of the cases presented, a group discussion including seven or eight men in each group, and then the class presentation of the assigned case.

Inasmuch as you each have a copy of Case No. 1, it will not be necessary for me to review the details. I am reaching this conclusion on the basis of the assumption that each of you has registered, picked up materials that were distributed, and more specifically, you have read case No. 1.

However, in the past few years of my association with this group, I have learned not to bank on assumptions such as this. So, in short, we have this situation. Dean Packard, of Ascott University, is confronted with a case involving a graduate law student who deliberately falsified a written statement to the Dean. This statement was called for by the Dean at Ascott as a step in arriving at a solution of a conflict between Dean and student involving implementation of policy in reference to graduate students eating in the Student Union. As a result of this and in face of possible drastic action by the Law School Faculty Discipline Committee, Dean Packard is confronted with the need of arriving at a satisfactory solution.

As we warmed up to the discussion of the case we quickly moved away from an evaluation of the factual presentation. The class discussion hit hard at the question of administrative organization and operation of the Student Union. Out of the great variety of backgrounds reported by the participants came suggestions referring to details of operation of a food service program, and it was not long until it became obvious that our initial reaction was concerned with operational details rather than the understanding and development of a logical philosophy of administration.

In this case we switched to an evaluation of the Dean as a person as reflected in the presentation of his administrative procedures. Why was it advisable or necessary that appeals from graduate students during the first two weeks of a semester be considered by the Dean of Students in the face of a statement in the first paragraph that "Dean Packard had other functions as the dean of the university so that his relationship to the operation of the dining halls or dormitories was one of policy making"? Would it not be advisable and economic of time and effort that, having established the policy, a person other than the administrative head be concerned with such appeals? Further, an obvious lack of confidence in the faculty discipline committee, indicated in the final paragraph, reveals that the administrative framework within which Dean Packard was operating did not allow for any lateral communication that could cause him to come to an understanding of the total situation in which the student would find himself. This reflects a situation that was common to many of the cases to follow. A summary evaluation at the end of the seminar pointed up the great need for lateral communication with all persons involved in the students' general welfare.

The greatest amount of time in the class session was devoted to attempting to answer the obvious question: "What should the Dean do?"

(Let me remind you that in most of the cases under study at the seminar we found ourselves up against the \$64.50 question "What should the Dean do?") It was the consensus of the class that a very serious omission from the presentation of the case was any indication of, or reference to, the role of counseling or a counseling procedure in the development of this case. There was much evaluation of the student, Eisner, as a person, his record of achievement at school, his maturity as reflected by his age and experience, and his student status. Then the very confusing action on his part of participating in a conflict with a man in an important administrative position in a university and the student's conduct being childish, immature, dishonest, arbitrary and selfish.

One conclusion that was reached was that students in general were not aware that there may be a place of appeal in the event of conflict between a student and a member of the staff. There is no indication in the presentation of the case that Dean Packard has available to him any procedure other than his own prowess of getting an evaluation of individuals involved in a conflict situation. With these last two ideas in mind the question before the class then was divided (and this became the pattern for later cases) into the following three questions:

1. If you were Dean Packard in this situation, what would be done?
2. If you were you in this situation what would be done?
3. If you were you in your present situation, what would be done?

Dean Packard had not established rapport with Eisner. In view of the seriousness of the situation Eisner now finds himself in, it is necessary to get a complete counseling work-up before further action. Two main reasons for this evolved out of our class discussion:

1. The Dean must have an evaluation of the student's character and personality in order to determine if the methods he used to achieve his goal or gain his point are a result of a well established personality pattern or if this is an isolated incident precipitated by circumstances. There was general agreement in our group that the Dean could move no further without this understanding of the student.
2. There is a need for a complete investigation of contributing factors so that a counselor or student advocate may present the case from Eisner's point of view. It is understood that this will involve a critical evaluation of Dean Packard's administration of the Union food service situation. Therefore, the case may have to be referred to some person other than Packard for this type of evaluation.

In arriving at these recommendations, we realized that the date of the incident is less than three months before graduation and in view of this that it would be necessary for the Dean to move quickly and decisively in order to resolve his own indecision in reference to the next step. At this point the question was asked: "What should be done with Dean Packard?" Rather than take the easy way out, we felt that we needed to outline a procedure for Packard to follow, assuming that he was the type of man that could take advice and would be able to follow up an offered solution.

We were seriously concerned with the responsibility an administrative official of a University has to his position and his peers on the staff. So in spite of Father Rock's insisting on the brotherly and benevolent act of chopping off his head, we agreed upon the following recommendation: Dean Packard should

select a member of the University staff to investigate this situation and give a complete report of circumstances and an evaluation of Eisner. At the same time, a series of conferences should be initiated between Packard and Eisner for the purpose of achieving mutual understanding. When Packard becomes satisfied that he is sure of his own understanding and evaluation of Eisner, as a person and a prospective graduate, he should make a complete report to the Law School Dean accompanied by a recommendation. This report should be presented personally so that the two deans may have a complete and open discussion of the entire case. Soon after this, there should be a conference including the student and the two deans. As soon as these steps have been carried out, it was agreed that Packard would have discharged his responsibility and the rest would be up to the Law School Dean.

However, the class had the uneasy feeling that if Packard was the kind of administrator who could get himself into this situation, he probably would not be qualified or able to follow the above procedure; so from our point of view, we agreed that as Napoleon had his Waterloo, so Packard, in this case, has his Ascott. (Laughter and applause)

DEAN E. FRANCIS BOWDITCH (Massachusetts Institute of Technology): Gentlemen, when Jack Stibbs first wrote me to ask if I would participate in this program in this way, I was most reluctant to accept. I had found the week at the Business School a very stirring, moving experience, not so much for what we discussed as for those things we failed to discuss; not so much for the apparent conclusions of the group on many of the cases as for a constantly recurring feeling "We missed the Boat".

Somehow I came away from the week strengthened in my conviction that for years we had been scurrying around the edges trying to meet the human problems which our Technology had created, which were arising out of larger and larger institutions of all kinds in which the individual as an individual was becoming submerged as a card in a file, a number memorized by an I.B.M. machine; strengthened in my conviction that the answer did not lie in more and better trained personnel administrators, but rather in our Faculties, in the men and women who as Teachers are responsible for the educational process; in a search by these people and the administrators, backed by public opinion, school boards, Trustees, and money -- in a search for the basic values of human freedom, of the sanctity of human personality expressed in modern terms and applied to modern conditions.

My reluctance to accept lay in the fact I did not know how to say these things, that if I spoke at all, I must try to

say these things, and that saying them in the form of a criticism of another man's serious interpretations of all of our cases was much more difficult. I finally accepted out of a sense of duty to speak and trust you will bear with me if I tackle my task on this basis.

We are living in critical times, times in which the public has entrusted much to education -- more than they realize, I'm sure -- and times when the answers of teachers at all levels may well alter the course of history. Communism is a religion without God in which the individual exists for the state; American democracy was founded on a belief in a supreme being from whom come the rights of man and a conviction that the state existed to serve the individual and society. These are big subjects, but I submit these are subjects to which the best brains and character and strength in education must be directed that we may speak with conviction and develop first our policies and then our "modus operandi" accordingly.

Thus I begin by agreeing with Paul Connole that the experimental meetings held at the Harvard Business School this winter were eminently worthwhile, should be continued and expanded and merit the attention of all of us. As we so continue them -- if we do -- I trust we may gain increased confidence and determination to speak openly to each other of those subjects most vital to human freedom and human welfare, of those unchanging values to which we owe allegiance as sons of God and descendants of the pioneers for human freedom and human dignity throughout the ages.

Paul Connole's paper is I believe a very accurate description of the discussions in Section A on the case of "The Law Student and Dean at Ascott University". In retrospect, in terms of Paul's paper, and in terms of my introduction I assume my task is to criticize in terms of my own convictions.

In the first place, as Paul has said, the group skipped rather quickly from a study of the obvious discrepancies in Mrs. Graham's report and a discussion of a logical philosophy of operation of student dining halls to a discussion of operational details, an evaluation of the Dean, and a lengthy discussion of the counseling problem involved. Let us pause to examine the organizational setup and the probable evolution of the present situation.

Dean Packard had been Dean at Ascott for twenty years and had many friends on the Faculty. One can imagine that in the early years he probably had time to teach at least one course a year, to read a good deal and to transmit to students and

colleagues a sense of leisure and unified faculty policy which he was carrying out on behalf of the faculty. He undoubtedly knew all the faculty and most of the students. Then as the years went by, Ascott became much bigger. The faculty was enlarged; specialization was increased; faculty became preoccupied with research, government service, and other pressures which increasingly interfered with their teaching and their concern for students as whole individuals, each with a unique personality. Dormitory facilities were greatly enlarged, dining facilities had to be provided, financial pressures had to be met, and pretty soon the Dean found himself always behind in his work, administratively responsible for many more areas of activity and many more people than he could possibly handle in a personal way. He no longer knew all the faculty and he could only remember most students by referring to elaborate files.

The business and maintenance part of the university had been expanded administratively and many officers of the university, like Mrs. Graham, with no background in education and charged only with balancing the budget and trying to satisfy the "customers" were supervising many parts of the university which served as an integral part of the educational process. The faculty knew nothing of these operations and certainly took no responsibility in developing policy. Students resisted and resented the materialistic administration of the dining halls and other facilities, took out their wrath whenever possible on the figure-head of the dean, while, as individuals an increasing number of students were in his office complaining they could not study, were afraid of flunking out, couldn't see why they were in college, and wondered if they shouldn't see a psychiatrist. At this point, the quality of the dining service definitely falling off, Dean Packard found himself in the very uncomfortable position of dealing with Mr. Eisner, 28 years old, a veteran, a senior in the law school ranking in the first quarter of his class.

At the end of Paul's paper, he says: "The class had the uneasy feeling that (if) Packard was the kind of administrator who could get himself into this situation." I would suggest that if the faculty and top administration allowed things to develop at Ascott as I have imagined above -- and we all know that such has happened in institution after institution -- then one cannot point the finger at Dean Packard and say it's all his fault. Some spot such as the one he finds himself in with Eisner is inevitable. The question is in what direction should the whole university go to meet the conditions which their policies -- or lack of policies -- have allowed to develop? (Athletics -- Scholarships -- Admission -- etc.? Maybe we will think of this again as we discuss the Merdon State College

Athletic Authority.

How did the class approach this problem, as outlined so clearly by Paul? First, they criticized Dean Packard for having insufficient lateral communication -- this despite the fact he had been there for twenty years, undoubtedly knew the Dean of Law School quite well, and, as I think any of us would, had a pretty clear idea of Faculty reaction when presented with certain facts. I would say, rather, that the real situation is as follows: The faculty has lost all policy control of dining and probably -- if they knew anything about it -- resented the centralized control, non-academic administration, and authoritarian policy as much as the students. Furthermore, they have no patience with what appears like an out and out liar. Presented with the Eisner case, they can only say he must be punished and, before leaving the meeting, make some pretty cutting remarks about how "They" -- that convenient pronoun in these days of centralization -- run things around here.

Secondly, as Paul reports: "It was the consensus of the class that a very serious omission from the presentation of the case was any indication of, or reference to, the role of counseling or a counseling procedure in the development of this case." A bit later Paul says, "In view of the seriousness of the situation Eisner now finds himself in, it is necessary to get a complete counseling work-up before further action." And later: "Dean Packard has not established rapport with Eisner." If my notes are correct, someone in the panel said in effect, "Another administrative officer with the personnel point of view is the answer."

You heard the rest of the advice the class gave dean Packard. If we assume that conditions in the student union must remain the same, that the quality of the food will continue below par, I think it is a fair statement, from my experience, to say that Mr. Eisner is only the first in a series of similar incidents; if so, Dean Packard will have to spend a good part of his time on dining and more than one additional administrative officer with the counseling point of view will be needed.

Gentlemen, perhaps I exaggerate but if I do, it is to make a point. As we have increased the number of psychiatrists, personnel officers, and guidance officers of one kind or another on our campuses, haven't we really said to ourselves: These conditions are here to stay; the students need help; we must provide that help. Furthermore, again if I am right, because these conditions of human unhappiness and trouble arise essentially as a result of the evolution of policies not based on sound human, moral values, the counseling approach too often, and

very naturally, finds itself tending to forgive a student or to make an administrative decision inconsistent with basic values, because we have gained an understanding of what terrible overpowering pressures played on the individual and hence we tend too often to explain or forgive. I am reminded of Walt Disney's wonderful movie "The Painted Desert" which I saw this winter. Ever since I have been almost haunted by the clarity with which the picture illustrates the laws of nature -- their definiteness, their inevitability. The penalty for failure to live in accordance with these laws is death itself.

This leads me to my final point in the case of "The Law Student and Dean at Ascott University." If dormitories, dining services, and other manifestations of the large numbers of students with whom we increasingly deal are to be an integral part of the educational process (and what I say is equally true of athletics, student activities, open house hours, etc.), then the Dean Packards in the country better spend their time handling the Eisners as expeditiously as possible and as high handedly as necessary and then move heaven and earth to get their presidents, educational vice-presidents, professors, and business vice-presidents, to insist that the faculties take time out to review the basic purposes of our institutions of higher learning under modern conditions in relation to the basic values of our culture and then review the whole operation -- curriculum, housing and dining, athletics and activities -- in the light of these purposes and values. Students, trustees and parents must join in this review if the resulting conclusions are to be carried into effect.

Lest I be misunderstood, may I say at this point that the insights of the psychiatrist, the psychologist, the counselor and the trained personnel administrator will be invaluable. The ability of education to complete this review and then to act courageously in accordance with the conclusions reached may well be one of the vital keys in the ideological battle of the century.

As I said in the beginning, I do not know how to say the things I feel so deeply must be said. I hope I may have given you some idea how one Dean fortunate enough to attend the sessions at the Harvard Business School reacted to the experience. Perhaps what I wanted to say is said more clearly in what I think is a very important little book, "The Abolition of Man" by C. S. Lewis. I end with one sentence from the last chapter:

"A dogmatic belief in objective value is necessary to the very idea of a rule which is not tyranny or an obedience which is not slavery."

As indicated in the beginning, Paul was given a pretty straightjacket-assignment to outline the case, and to develop for you how the class seemed to handle the situation. I had some wraps taken off from me and obviously have taken some liberties with them, so I think the first thing to do is to give Paul a chance in rebuttal, and then I hope there will be questions, comments, statements from the floor to one or both of us, or to other people on the platform.

DEAN CONNOLE: Thank you, Frank.

In view of the time factor -- we are under pressure -- I have only one point to make and reflect an answer to a point that I remember in our discussion.

Radical, or important, or far-reaching changes involving education of the teaching staff to the personnel point of view or a review of a total situation with an eye to improvement takes much time. We felt that in this case these things need to be done, true, but the quality of the work Packard was doing with Eisner was inferior from the personnel point of view, and although we recognized the shortcomings of our own local situation, that it is necessary for us to do a top quality job while we are attempting to reach the best framework. This was discussed. However, I do not want to go any further into this. I want you men to have an opportunity to voice your reactions to your reading of the case, and if as a result of your reading and our presentation here this morning you have some questions you wish to ask, some challenges, I think the time has come now for you to do this.

DEAN FRED H. WEAVER (University of North Carolina): What I shall say is a little premature in the sequence of the meeting this morning, I think, but I want to say it while it is fresh in my mind.

Dean Bowditch's remarks, it seemed to me, placed before us the central problem of people who are interested in what we sometimes call personnel, or "deaning," or administration. And I think we should be grateful to the Harvard Business School seminar, or at least I certainly am grateful that it has produced this statement.

I think this central problem, to paraphrase Dean Bowditch's remarks, is a divorcement between segments of higher education, sometimes put this way: administration vs. faculty; curricular vs. extracurricular; instruction vs. counseling; academic vs. non-academic. This specialization or division of

labor poses a serious problem for us, and so I rise as the very first one to react, to say in gratitude to the Harvard Seminar and Commission III, to make a suggestion to those who plan future seminars, that this line of consideration will be recommended in future seminars so that we can benefit from it, that we not so much concentrate on the question of the training of deans, or the place of the personnel worker in the higher educational spectrum, but have a reconciliation of this rather serious division of labor and divorcement between these points of view which I have given in a series of dichotomies.

This is said in a very genuine appreciation that this case method and analysis results in such a clear presentation of what I think is such a very pertinent problem for this association.

DEAN CONNOLE: Thank you, Fred. Is there anyone now who wishes to speak to that point or wishes to raise his own question? This is your chance, gentlemen. Certainly those of you who did not participate at Harvard may want to ask some questions, although Jack has given a very fine presentation. Those of you who did participate may disagree with Frank or me.

DEAN EVERETT HUNT (Swarthmore College): It seems to me that we raise very deep philosophical issues. As I listened to Mr. Bowditch's comment, I was just reminded of the famous case of the basketball players who got large sums of money for fixing the games. I was reminded by Mr. Bowditch's comments of the comment of Mrs. Roosevelt on the basketball players who made such huge sums of money for fixing the games, and Mrs. Roosevelt's comment, published in her column, was that it was too bad that society made these men place too great a value on money; and the fault therefore belonged entirely to society.

But I have a little bit the feeling at the conclusion of the class on this, that the blame belongs entirely to the difficulties in the environment. And I find myself a little bit unable to accept that and to feel that some definite responsibility for ethical standards must remain with the individual.

CHAIRMAN STIBBS: Thank you, Paul and Frank, very much for your presentation of this case. I would now like to turn the chair back to Bob Strozier.

... President Strozier resumed the chair ...

PRESIDENT STROZIER: Fred, I think you have a few announcements, don't you?

SECRETARY TURNER: Yes I have a few.

... Announcements ...

SECRETARY TURNER: We have a correction to make in the program. We sweat blood trying to get this thing out without any errors in it, but they always creep in. We have given Don DuShane, on page 9, a new title. He is a Deana; I never heard of a "Deana" before, but as you see, the printer got an "a" at the end of the title. That is a misprint and you can correct it.

There is a conflict between the group conference scheduled for 3:30 this afternoon, on page 8. That is correct. Back on page 7, at the top of the page, the Conference is scheduled for 8:00 o'clock tonight, the same Conference. If you will just correct that, at the top of the column on page 7, after Mr. Taylor's presentation on dormitories this afternoon, at 3:30, we will go into the group conferences discussing current trends in residence hall construction as groups. So get that 3:30 at the top of page 7, instead of 8:00 o'clock tonight.

That is all.

PRESIDENT STROZIER: I have 20 minutss of eleven. Suppose we take a 10 minute break and reassemble at ten of eleven.

... Recess ...

PRESIDENT STROZIER: Let's get the show on the road. As Fred told you, the picture is to be taken immediately after this morning's session which may go as long as twelve o'clock. In any case it won't go beyond twelve.

There are a number of tables that have not been signed up for at the noon discussion meetings. It is too late to sign up for them now but I think everyone may choose a table. You might sign on the way to the picture or sign at the table on the way to lunch.

I will turn it back to Jack Stibbs.

... Dean John H. Stibbs assumed the chair ...

CHAIRMAN STIBBS: Thank you, Bob. We will now proceed with our discussion on the program on the discussion of Case No. 4, and introduce our team of Bob Cunningham and Jack Brown. Bob.

ASSISTANT DEAN ROBERT E. CUNNINGHAM (Illinois Institute of Technology): "The Dean's in the middle again." This phrase describes the action in case No. 4, "The Merdon State College Athletic Authority."

As you know from reading the case, this case deals with a midwestern state supported liberal arts college. If Dean Langston were here at Roanoke, he would meet with group No. 2.

Merdon State had an enrollment of 3500 students. Growth and a shift from teacher training to a program of liberal arts with considerable academic status placed Merdon State in a period of transition. This transition included athletics. A very successful football season for a school which historically fielded class "D" teams -- you can put your own appraisal on that. That is what the case told us. For 15 years they had teams of class "D" standing -- and the action of an aggressive president, Dr. Kirkman, led to the appointment of a Board of Athletic Authority. The first order of business before the board was to consider the desirability of increased emphasis on inter-collegiate sports and the upgrading of athletic competition. In sort, Dean Langston, a newcomer to Merdon State, was against it.

In carrying out the assignment of outlining the work that we, that is, the Harvard Seminar participants, did on the case, I was anxious to come to grips with the central problem, not as I saw it but as we saw it. With this in mind I phoned, corresponded and even visited some of the other participants and asked them to review their notes on the case and report their findings (Armour Blackburn, Dick Hulet, Lou Corson, W. L. Lambert, Howie Hoogesteger). I secretly hoped that their remarks would support my analysis. I was disappointed. This was not surprising, however, because at the seminar participants were divided and some undecided. Yes, undecided just as Dean Langston was when he faced the prospect of meeting with the Board to consider the subsidy question.

As I look at the group out here today, I am reminded somewhat of the group that we worked with at the seminar and the persons who, as I said, helped me build up this presentation. Armour Blackburn sat right in the center of this amphitheater. Dick Hulet was a little to the right and up above Armour. Lou Corson was over at the far right side, and I was over here in far left field.

I certainly was in left field as I tackled this assignment, and wished that I had Leo here on my flank to use his little machine to take down all that went on during the case, but without this, I used this other device of contacting these

Deans. I even stopped by Will Lambert's office at William and Mary and asked him what his recollection of the case was. He sat off and up to the left. Excuse me, I shouldn't say things like that, with the atmosphere of the McCarthy hearings going on. (Laughter) And also I should probably condition my remarks as I go on with the case and say "it is alleged that these people said these things at the Harvard seminar in January," (Laughter)

I think that the seminar participants will agree that our discussion can be divided into three areas:

1. A look at the members of the Merdon organization with emphasis on behavior.
2. Democratic process in decision making. And
3. When do we fight on principle?

In our analysis we looked at the membership of the Merdon State College organization in a broad way. We included not only President Kirkman, Dean Langston, Cal Salvio (the coach) -- I think later on in the discussion his name turned into "Saliva (laughter) -- the athletic board, but also the trustees, the student body, the faculty, the alumni, the townspeople, two athletic conferences, student government, Dean Langston's family-- even you, members of N.A.S.P.A. You will remember the statement at the beginning of the case: "Dean Langston was well known and highly regarded by other student personnel administrators." Your approval or disapproval of Dean Langston's action, I am sure, figured in the system of sentiments that was a part of Dean Langston's behavior pattern.

We began by listing the key people, the committees, including membership, and other groups involved. As the list was plotted on the mechanical blackboards in the Harvard classroom, we noted that the Dean of Students ended up in the middle. We put down the athletic board, and listed all the members of the athletic board. We put down the student-faculty committee and listed all their members. We put the president up at the top. We put down the alumni over here on the right side, and we put the trustees over here on the right side, and the midwest conference and the other conferences were also listed, and not surprisingly we put the dean right in the middle.

A complete analysis would have involved a close look at all Merdon members but the clock and the pleasure of the participants directed our attention on the behavior of President Kirkman and Dean Langston.

Some of the comments concerning President Kirkman's actions were:

1. His method of hiring coach, Cal Salvio, left much to be desired.

2. While the idea of introducing a stronger student faculty voice in the conduct of Merson's athletics was commendable, the technique of implementing the idea should have enjoyed considerable reflection by the President, and perhaps, be tested on others -- for example the trustees, the faculty, the administrative council (if there was one). We labeled this undesirable traits, "one man control."

Another point, the Authority relationship between the President and Dean Langston as it pertained to action in the case was wishy-washy. You will remember Dean Langston represented the President on the Board of Athletic Authority. On one occasion the President's advice to Langston was "Let them decide without any pressure from us." Another time he said, "Now you know how I feel. Now do what you think is best. I'll leave it in your hands." (Laughter) Authority does not depend along on assignment by senior to junior, but also must be accompanied by acceptance. From Coach Salvio's remarks before the Board it appeared that the President was more candid when he talked to the coach than he was when he dealt with his official representative, Dean Langston.

A look at Dean Langston's actions revealed this.

It was obvious that he had a strong personal bias against emphasis on intercollegiate athletic competition. He was quite vocal on this and some felt that the college plans he formed for his son, a star highschool basketball player, reflected this sentiment.

Langston was overemotional. He was keen on having his point of view accepted and perhaps could have benefited by taking a good, objective look at his own system of sentiments.

Dean Langston appeared to be suspicious of the democratic process as it was functioning on the Board and seemed unwilling to let it work.

His loyalty to the president could be questioned, as you know. He was the President's representative on the Board, and even after his talks with the president, his remarks to the board certainly did not reflect the president's sentiment.

Now this pattern of sentiments inter-relates with some of the other major areas that we will discuss this morning.

Some organizational decisions are based on such a large number of factors that they frequently exceed the limits of understanding of any single individual. Organizations often overcome this by substituting a group of individuals for a single individual in the decision making process. President Kirkman used this technique when he appointed the Joint Student Faculty Committee to study the intercollegiate athletic program. The committee's recommendation of setting up the Athletic Board of Authority was another example of the device.

Some key points here are:

1. When do we substitute a group for a single individual in the decision making process. What kind of assignments?

2. The selection of deciders is important. The people that you are going to share this with, or the people that you are going to ask to report on this, or the people that you are going to ask to make policy in a particular area is very important. And these "deciders," we will call them, must be oriented on the overall goals of the institution and on their particular assignment.

Another question, what kind of authority is given the deciders? Advisory? Policy? Some very important considerations.

Some seminar participants felt that the athletic policy should have been discussed by the Board of Trustees, by the faculty before events lead to the development of the new policy making board, the Board of Athletic Authority.

Another stated that the newly constituted Board had too much authority.

Participants questioned: What is the role of the Dean of Students in the athletic program.

More questions: How about the faculty, the trustees, the alumni? Where do they fit?

The \$64.00 question: What is the best arrangement for the control of athletics?

And then the very broad question: What is the relationship of an intercollegiate and intramural athletic program to the total educational picture?

This generally takes us on to the next main area and that is back to Dean Langston, who had very definite ideas on this subject, and to our final area of concentration: When do we fight on principle?

As you know, there was an unresolved conflict between Dean Langston and President Kirkman regarding their predictions as to what bearing increased emphasis on intercollegiate athletics would have on the future welfare of Merdon State.

The question looms before us. How much should an administrator have to compromise with his own principles? I'm sure that every note-taking Dean at the seminar wrote that question in caps, underlined it and added a series of big question marks.

Also mentioned was the question: How does the Dean of Students represent the President -- and the other side of the coin -- himself? How and when does he represent himself?

The last sentence in the case reads: "Dean Langston felt himself to be in a very difficult position and was considering what he should do."

Yes, Gentlemen, what should he do?

DEAN JOHN A. BROWN, JR. (Temple University): Gentlemen, Paul Connole complained that his name has been mispronounced here in Virginia. I have a complaint about my name too, because my name has been simply not believed here in Virginia.

When my wife and I tried to register at the hotel in Charlottesville as Mr. and Mrs. John Brown, there was a considerable problem. (Laughter) And even here I was met with an icy stare when I asked if there was a reservation under that name. (Laughter) So Paul should relax in the face of this greater problem. (Laughter)

The critic is usually the person who knows how someone else should do what he himself could not do. Consequently my role here is the role of knowing that Bob should have, but did not, do the thing which I could not have done had I been in his shoes, and that is paint a picture of the Harvard Seminar from the point of view of the participant which gave you a vivid realization of the way it actually worked, and with due respect to everything that has been said here so far, I think we have not created the provision in the minds of those of you who were not there of what took place. For me it was a kind of experience in centrifugal intellectualism.

Bob mentioned the blackboards which, when you pushed a button, went up and down beautifully. But he did not mention that in a very great sense the amphitheater itself spun around and round on a kind of revolving platform as we put these cases in the middle and sat in tears about them, looking at them from all kinds of facets. And many times we looked at them at all kinds of facets at the same instance, with 8 to 10 people trying to talk. We all had studied the cases before we went to the general sessions. We often felt that somebody there must have studied a different case. (Laughter)

Bob mentioned his difficulty in getting men to agree as to what happened. I think Bob has had a grave difficulty as he approached this meeting, agreeing with his own notes and with himself. When I looked at my notes about Case 4 I was quite sure that I must have picked up someone else's notes, because my memory of what had happened was in complete disagreement with what had actually happened.

Bob began by saying that the Dean is in the middle, and this seemed to me to be a good place for him to begin because in our session in the discussion of case 4, as well as in the discussion of most other cases, we seemed to begin frequently with the assumption that the role of the dean is not only a very strategic one, but it is the role of being in the middle.

I am sure if the Harvard Business School had a seminar for college presidents that they would start pretty much the same way, and I think there was a weakness in our discussion, a weakness which sometimes forgot the middle role that the president thinks he plays and the pressures which bear in on him certainly from the directions that they bear in on the dean, although sometimes the direction is somewhat different. The coach certainly felt that he was in the middle too.

Another point that was made by our reporter was that it was the feeling of our group that the president was somewhat wrong, and this was the feeling of our group almost invariably when the president entered the picture, (laughter) that the president was somewhat wrong. (Laughter)

He was wrong in that he should not have chosen Langston because Langston had given evidence as to his attitude toward athletic policy by sending his star basketball player son to an institution which de-emphasized athletics. The president was wrong in that he had been less than frank with Langston, while he had been very frank with Salvio, his creature in the athletic scene.

There also, it seems to me, was the assumption in the group and recorded by our reporter that there is a point when the administrator must stand on principle. The difficulty in our discussion at Harvard was in differentiating between principle and prejudice, because when you stand on prejudice you call it principle. We had long discussions as to whether a real principle was involved, or whether a man very sincerely, whether he was president or dean, or whatever he may be, whether a man was really standing on a deeply held prejudice and calling it a principle.

You see, we found that we were amateur psychiatrists in many of these cases, amateur psychiatrists in the sense that we were evaluating the motives of people who were playing roles with which we were very familiar. It was most interesting to watch the diagnostic procedure and to match the diagnosis that was made by a dean at Harvard with his own job and his own institution. We had a lot of fun in the halls as we discussed the reasons why Dean A or Dean B or Dean C had taken a strong analytical position about the motive of Dean Langston or the president at Merdon State, and we often concluded that it was because the dean making the analysis, the diagnosis, had a background which greatly influenced his diagnosis.

I want to say further that although it already has been emphasized that the mark of these seminars was motion, was a kind of give and take which those of us who participated in the many instances said we had never seen -- and which we have not been able to convey to you today because at Harvard I know of no instance in which any single individual talked as long as any of us on this platform without interruption, and the interruption was not from the leader, but from other members of the group in those instances -- we have not created the proper sense of that motion here this morning, although we have done a wonderful job, I think, in pointing out how, emerging from these cases, we found a continual series of principles about which we talked, about which we were quite likely to see sides we had never seen before, and it was most interesting to me that in this educational process at Harvard one of the fundamental parts of it took place not in the seminar but in the halls, and in the rooms, and at lunch and at dinner, and downtown at Lochober's or at Durgin Park.

As we left it was interesting to hear person after person say "I can't wait to get back home," because we wanted to get back home to apply some of the principles we had learned.

I personally say that I do not feel as strongly as some of the people on the platform about the Harvard staff not summarizing certain administrative principles which they thought

emerged from the cases. I was delighted by the fact that they did not attempt at the end of each case to say, "now as we discussed this case this morning, there emerged from it 1, 2, 3, 4, 5 or 6 specific general principles in management," because if they had done that, in the mood of the group, I think we would have never gotten before the first case, because we would not have been willing to accept these so-called universal statements of management principles.

CHAIRMAN STIBBS: I do not think it is possible to completely capture the spirit and the excitement of our adventure down there at Harvard, but I will swear, Bob and Jack, that you gentlemen have come awfully close to it, and I speak for the group and thank you very much.

We have time for a question or two from the floor.

ASSISTANT DEAN CUNNINGHAM: Jack, maybe you should ask them what they think Dean Langston should do.

CHAIRMAN STIBBS: Bob suggested I ask you what you think Dean Langston should do. Well we won't strain after a question, if it doesn't come naturally, because we have another very important person to put on the platform this morning, and that is Assistant Dean Vernon Alden of the Business School, and he was right at the planning of the whole business, and nobody contributed more to the success of the seminar than Vern did. He is now going to give us his statement of the value of the seminar as seen from the point of view of the school. Vern Alden.

ASSISTANT DEAN VERNON R. ALDEN (Harvard Graduate School of Business Administration): Thanks very much, Jack. I notice that we have 15 minutes before the photographers are supposed to take over, and I can assure you we will get there in plenty of time because I am not going to take up the whole 15 minutes. As a matter of fact, I would like to talk for only 5 or 6 minutes and then perhaps have a general discussion after that, Jack, maybe general questions that can be addressed to Les Rollins or Tom Graves or to any of the people who talked this morning.

Incidentally, speaking of photographers, I cannot pass up the opportunity of explaining to those who participated in the seminar what happened to the promise that Life Magazine made to have all of your pictures in Life the following week. Remember, they sent up a photographer who took two or three hundred photographs of the group in action. I went down to New York about two weeks after that, because I too was a little bit surprised not to see Fred Turner's face or Bob's or Jack's or some of the others

looking out from the next issue of Life. They explained to me that they had made up the complete story, had running commentary, it was going to be a very interesting one. Then Marilyn Monroe married Joe DiMaggio and we got thrown out. (Laughter)

I also do not want to pass up the opportunity to congratulate the four people who reported on the seminar this morning: Paul, Frank, Bob and Jack. I didn't envy their role whatsoever, because if there is anything that is difficult to do that is to report a warmed over case discussion. Much of the spontaneity and much of the personal involvement of the case is lost, even though I am sure most of you read your lesson last night. Much of the success of the case discussion is wrapped around a person over here raising a point, and somebody over here contradicting, and somebody over here silently participating, and then somebody completely pulling the rug out from under the other fellow's feet. I think the four people did a superb job today of giving you a glimpse of what went on at the Harvard Business School.

We of the Harvard Business School looked upon this week as an experiment. The funds which we acquired from an anonymous corporation to put on the seminar were given with this purpose in mind: an experimental purpose. We undertook the project at the school because of our interest in administration, and because we are constantly looking for more ways, new ways to sharpen our focus on the teaching of administration.

Many of us -- and you will remember from our report at Colorado Springs and the one also at Michigan State -- believed that there is a skill which can be called administrative skill, that it has a common core, that a person who is a skillful administrator in business could perhaps also be a skillful administrator in government, and maybe in education, providing certain ground rules are learned shortly after the fellow takes over his new responsibility.

Many of the faculty members at the Business School do not agree with this. We have two camps there, the same way all of you have in your own institutions. Some of the people on the faculty believe that administration has to have a qualifying adjective: business administration, educational administration, government administration, and so on.

So this experiment in the teaching or the educating of educators was a real opportunity for us. For a great many years we have been in the business of trying to help people at the advanced management level, or at the young college graduate level

in sharpening some of their administrative talents. We had an awful lot of fun, and I think we learned an awful lot from having the members of NASPA at the Harvard Business School for that week.

To say that we were pleased with the results of the seminar would be an understatement of the first order. I think, however, that the credit for the success of the seminar is due entirely to the enthusiasm, the interest, and the hard work which the participants put into the program.

We could have provided good case materials, pretty good instructors, the amphitheater which people described -- I began to be a little bit worried when Jack talked about the amphitheater going around. I thought you might think we were going in circles all week long. But we could have provided all those physical features, and the program might have been a failure but for the fact that the people knuckled down in preparing the cases, and participating in the discussions, and then reflecting on some of the things that went on in the class after they got back to their rooms or to their own campuses.

Ed Learned, Ken Andrews and Bob Merry, the three professors from our faculty who were involved in the instruction during the week, prepared a summary which was presented on Friday evening, the last meeting of the week, and Jack has already alluded to that summary. The three professors authorized me to present that report to you this morning. I am not going to do it because we have reproduced it, and it is going to be available right after the meeting.

Tom Graves and Les are going to assemble those materials on a table out there and each of you can pick up a copy.

The summary involves three sessions: First of all, Dick Balch, who was visiting us for six months from Stanford, gave a short report on the preparation of the case materials. Dick was very helpful in assembling the eight new cases that were presented in the 14 that were included in the case book. Bob Merry spent some time describing the role of the instructor in this type of educational venture we had at the Business School.

Then in the third section Ed Learned spends quite a bit of time drawing out some of the useful generalizations that came out of the week, the principles, if you will, although everybody at the school tries to avoid drawing any management principles, because I think enough business consultants have gone down the wrong road by trying to do that.

Ed, however, spent a lot of time pooling together some of his philosophy in his 27 years of teaching. I think that many of those principles were sharpened during that week in Ed's own mind, because you will recall on Friday evening he said "this has been the most exciting, perhaps the richest experience" Ed ever had in his 27 years of teaching. All of those remarks are pooled together in this summary which Tom and Les will pass out after the meeting.

We also have a copy of our alumni bulletin. I hope you will forgive us for taking the liberty of passing that out. We are doing that because there is a writeup on this seminar at Harvard, with some of the photographs which Life didn't use, but we did. I hope you will enjoy that.

We also reproduced the Corelli case, because it is one of our real cases, and we thought the alumni would enjoy seeing how the deans handled the case.

Obviously these comments from our faculty members will not be as meaningful to the people who were not at the seminar as to those who were, but nevertheless I hope that the summary will be a useful supplement to what you heard today.

Bob and Jack and all the rest of you, I want you to know how much we at the school enjoyed working with NASPA in this experimental program. I want you to know how much all of us got out of this experiment, and I hope that we can continue to have some sort of a working relationship.

Thanks very much.

CHAIRMAN STIBBS: Vernon, thank you very much for your report, and again, thanks from Commission III, and if I may, Bob, from NASPA to Harvard University for their wonderful contribution to our development and training program sponsored by Commission III.

It is just about that hour, but we do have an opportunity here for questions of any kind about the work of Commission III or future seminars or anything that has gone on this morning.

DEAN WESLEY LLOYD (Brigham Young University): It seems to me that our speakers have done a significant job in helping us to get the general spirit of the seminar. I think they have gone beyond that, they have made us all wish that we had been in attendance. But there are quite a number of us in the group who cannot read and who may not get to the answers. I am wondering if it is an appropriate question to ask if there was any trend toward a solution of the cases? Let's not assume that there was

a solution. Some of us who are a little more naive in intellectual pursuits would, after reading the cases, might appreciate a trend toward an answer. Is there anyone who would like to comment on what might have happened?

CHAIRMAN STIBBS: Bob, I wonder -- I can answer generally and say we were always striving towards some sort of a specific solution or alternate to the problem, but I think we might be specific and ask Bob if he might say a word, particularly to a possible solution to Case 4. Bob.

ASSISTANT DEAN CUNNINGHAM: Another way of presenting the case of the Merdon State Athletic Authority would have been to start out with a conclusion: "Dean Langston followed this course of action. Let's say he quit. (Laughter) In so doing, however, I think that the participants would join me in saying this, that a lot of points that we used in the case, and the points that were brought out by the participation of the members, would support this particular kind of action. However, the same premises could support alternate courses of action.

One time during the case study the instructor wrote on the board -- he showed a triangle and in this triangle he showed behavior over here on the right side, logic over here on the left, and up on top here, sentiment.

There were very few times that we could say, "This is a fact." For example, as I looked at the Merdon State case once again, the fact that Dean Langston was getting \$8500 a year was a fact. However, it was sentiment that made me say, and made some others say that the action that he took, or the action of sending his high school basketball star son to a college that did not emphasize athletics was cause-result relationship, very direct, that this said in effect that he did not favor emphasis in athletics. That is what we think his sentiments were.

As we look at this system of sentiments, it is a very complex thing. I think it is important, or suffice to say that we just recognize this system of sentiments, and where we do come out with some answers that we are able to show how these systems of sentiments, these behavior patterns support a course of action.

DEAN LLOYD: Did these systems of sentiments move toward a course of action, or at the close of the discussion did you still have the question, what should Dean Langston do?

ASSISTANT DEAN CUNNINGHAM: In this particular case we did not. However as we walked down the halls toward the cafeteria

I think some of those points might have been raised on what he should do. In some of the other cases, at the end of the case, the instructor said, now it is getting close to twelve o'clock. Let's list some courses that were open to the Dean in the case under study. And let's see a show of hands on how many people think that Dean Langston would have quit. Let's try that here. How many people here think that Dean Langston would have quit? All right.

Another show of hands. How many people here think that Dean Langston probably should have just swallowed hard and gritted his teeth and gone into that board of Athletic Authority when they considered the subsidy question, and kind of inside himself know that maybe he will make a last stand and tell them again in perhaps this time not so emotional terms that it is not a good thing, and let the democratic process take over, and still live in this job tomorrow and live with the situation. How many think he might have done that?

How many think he would have been successful in the end in changing the Board's attitudes and coming out with the kind of decision that he thought was proper? Probably very few. (Laughter)

That gives an example in some way of how these things did evolve. There was no set of rules. Again I would like to refer to some of the remarks made previously, people asking for convenient techniques of throwing things into the formula machine and coming out with a ground-out answer. I do not think that the professors at the business school would have supported this business of saying this and this and this supports this, you see. I think they were very happy that we did look at all facets and that we did consider some of these things, that we did analyze, as I said earlier, this system of sentiments, and see what effect it has on our own behavior, on the behavior of people that we are working with.

DEAN LLOYD: Thank you.

CHAIRMAN STIBBS: Any other questions?

DEAN WILLIAM V. BURGER (Colorado School of Mines): I want to inquire, will there be a seminar next winter at Harvard or anywhere else?

CHAIRMAN STIBBS: We hope very much that there will be. We have our fingers crossed and we are working -- Commission III is working very hard and Bob Strozier is particularly strongly in

pursuit of funds from the Ford Foundation. All we can say at the moment is, we are trying to be cautious, but we hope very much that there will be a seminar. We believe that there ought to be one, as I have said, for the other 70 people who requested to come last year.

DEAN BURGER: There will be an announcement, if there is to be another seminar?

CHAIRMAN STIBBS: Absolutely.

VICE PRESIDENT KENNETH J. LITTLE (University of Wisconsin): Mr. Chairman, I have one observation on this that I would like to make. I think it is one of the finest educational experiences of the type that I am sure all of us would like to participate in. Certainly that was the report of our Dean of Men, Ted Zillman, who was there.

I think that I would like to make one suggestion. I do not know how practical it is in terms of its organization. Here we have a discussion among student personnel administrators of an administrative problem which has facets which are broader than student personnel in many of these things. It would be highly useful, and I think in furtherance of many of the things which our Association is interested in, if such a seminar could be organized in which the personnel would be drawn from top administrators, president, business manager and others, of the top administrative group discussing the same types of questions on the broad educational administration front, because as you can see in some of these cases, people who had major holds on some parts of these problems were not represented in these discussions.

I would think, for example, if we had a president of Institution A, a student personnel representative from Institution B, a business manager from Institution C, and so forth, that you can get a free and frank interchange of discussion. Many of us would ask questions of another institution's president that we would not ask of our own sometimes, and you have that kind of possibilities. It is a little bit different -- I should say an extension of this idea. I think it has great value just as it is, but it would seem to me to have some value also if it could be broadened in terms of the representation. I would include faculty members in that also.

CHAIRMAN STIBBS: That strikes me, Ken, as a worthwhile and useful suggestion, and one that is in line with Fred Weaver's comment about the separateness of these things in our college

community, and that might be one way in which we could work on that matter of separateness that Fred pointed out. Thank you, Ken.

DEAN RALPH E. DUNFORD (University of Tennessee): We have had an excellent presentation of what went on. I wondered if there was a possibility of getting some of this experience closer to us, by in our sectional meetings having those representatives from our areas who have been there carrying on some of these similar activities, although it couldn't probably be done quite so well. But in our sectional meetings, perhaps for a half day's session, where the rest of us could get more intimately involved in it.

I notice the case studies themselves are copyrighted, but perhaps we could develop some of our own. Do you understand the question?

CHAIRMAN STIBBS: Yes, I do, Mr. Dunford.

DEAN DUNFORD: Our own representatives from the southeastern area might get together at the meeting next year and we might put our attention on doing this in our own way.

CHAIRMAN STIBBS: Mr. Dunford suggests that we might use these cases in our regions at regional meetings and benefit from them in somewhat the same effectiveness as we did in the original session in Harvard.

The Commission has already made this suggestion, Mr. Dunford, to the participants, and I think you will be happy to know that in the reports that I received Ted Zillman is already using the cases with the staff at Wisconsin. People in California already are planning to use the cases in sectional meetings, and I think in Florida also. Jack was telling us last night that he has already done something of this kind with his own staff at Temple. And Bob says the Ohio Deans are planning to use the cases in this way.

ASSISTANT DEAN STANLEY K. NORTON (Illinois State Normal University): If there are further seminars, would it be at all feasible for them to be held in the summer when certain persons might be able to get away who could not do so during the year? It is difficult for some to get away for ten days during an academic year, and yet during the summer when loads are lighter it is often easier to get away.

CHAIRMAN STIBBS: We have considered that. We have

considered that suggestion. I think in going to Harvard we found it worth consideration that we go in there at a period when Hamilton Hall was not being used by the advanced management program.

DEAN C. E. DEAKINS (Illinois Institute of Technology): I wonder if the committee might plan a whole annual program around such a plan at sometime where we could all participate? In other words, set up our program here on that sort of a basis?

CHAIRMAN STIBBS: Using cases?

DEAN DEAKINS: Yes.

CHAIRMAN STIBBS: Fred, I will pass that one to you.

SECRETARY TURNER: Break it into sections of course.

CHAIRMAN STIBBS: Fred's comment is that something of this kind is feasible if we broke the membership up into sections.

DEAN DEAKINS: That is right.

CHAIRMAN STIBBS: Any other questions? Any comments? If not, then this ends the report of Commission III on the Harvard seminar. Thank you for your attention to our report. We will turn the chair back to Dean Strozier. (Applause)

... President Strozier resumed the chair ...

PRESIDENT STROZIER: That was an excellent program, Jack. All of you who participated, I think you have done a very good job in interpreting the seminar.

Fred, you have an announcement about the picture, I believe.

SECRETARY TURNER: I have an announcement. Now about the program. The group discussion in regard to Mr. Taylor, the American Institute of Architects will be held at 3:30 this afternoon, right after his presentation here. And tonight we have a general session in this room for a number of additional committee reports, and some of them are of considerable importance.

Now in regard to the picture. The gentleman who took our picture fifteen years ago is out in front now with his son,

and the two of them are ready to take the picture.

... Announcements ...

PRESIDENT STROZIER: This afternoon I hope we will be able to start promptly at two o'clock. Fred Weaver, the Vice President will preside at the afternoon session.

... The Conference recessed at eleven-fifty o'clock ...

MONDAY AFTERNOON SESSION

May 3, 1954

The Conference reconvened at two-five o'clock, Vice President Fred H. Weaver, University of North Carolina, presiding.

CHAIRMAN WEAVER: That noise that you just heard comes to you by the courtesy of President Bob Strozier, who informed me that I could not use his private gavel without giving him due courtesy and credit.

The subject of this afternoon's general session is "Current Trends in Residence Hall Construction." We are privileged to have as our principal speakers two gentlemen who are well qualified to address us on this subject.

The first speaker is Mr. Walter A. Taylor, Director of the Department of Education and Research of the American Institute of Architects. Mr. Taylor received his architectural training at Ohio State and Columbia Universities. He has been a teacher at Columbia University and Syracuse University. Many of the members of this Association are acquainted with the work of the American Institute of Architects and specifically their work in the publication of this booklet called "College Residence Halls." Those of you who know this publication will be all the more appreciative of the qualifications of Mr. Taylor to address us on this subject because it was he who prepared this publication.

Mr. Taylor, it is a very real pleasure for us to have you address us, and we welcome you to this session of the NASPA meeting this year. (Applause)

MR. WALTER A. TAYLOR (Director, Department of Education and Research, The American Institute of Architects, Washington, D. C.): Thank you, Sir. I really do feel apologetic about posing as an expert here, and that is a great deal more sincere than the usual deprecatory remarks.

I will have to be just the complete generalist. I have never designed a college residence hall except on a university campus in China, which probably doesn't qualify me at all. (Laughter) So I am just "the armchair philosopher."

Now why did I accept the invitation to come here, which I was very happy to accept? It is because we hope in the very near future to publish a supplement to this book (College Residence Halls reprinted from November '48 and May '49 issues of The Bulletin of the American Institute of Architects) to which your

chairman has kindly called attention. Also because I am very much interested in the problem.

I realize the seriousness of the problem and so I am going to tell you what I pick up here and there as general observations about trends in residence halls. Actually it should be the other way around. You deans and directors and so on should be telling us, the architects, what the trends are. So if I am telling you things that you ought to be telling me, it is simply to point out what I think the architect needs to know.

I have a good practical backstop here in Mr. Morrill, and when you get down to the bedrock of the real practical questions of room size and so on, he is our resource. But beyond the obvious things in the program there are a lot of other things which I think the architect should share with you and you should share with the architect.

So I am telling you these many generalities, which you already know, in order, if necessary, to give you moral support, just as an observer, as a taxpayer, as a father of a couple of boys who have gone through college.

I want to emphasize what are really program items, what your architect must know, and what you must spell out in an agreed upon program. My principal these is that you should give your architect a program and not a specification for your building. Tell him your problems and not necessarily the answers. You may know some answers and he will be glad to know what you have found out in your studies and observations. Tell him what the building is to do, not how to plan it.

Now that is not just simply following the party line of the AIA. That is in the interest of a good solution to your problem. If you are going to get some new and creative thinking and good designing, that is the way to do it. Now what I propose to do -- I hope in not more than a half hour -- is to first mention some general philosophy and principles of this residence hall business, some of the architectural implications, a few words about financing, and then a few samples of problems which I say you should hand to your architect and challenge him to solve. Then I am going to venture a prophecy.

In looking for philosophy and moral support for this residence hall program, I turn to the statement of principles of the National Association of Student Personnel Administrators. You may not think of these as a building program, but I find these items in your principles that are building program: That education encompasses the student's whole development toward full and

balanced maturity. Each student's education is primarily his own responsibility. The personnel services must function as an integral part of the total college program to further the student's progress toward the objectives which the institution holds for them.

At this point I will remind you again that each problem is unique, just as President Jacobs told us yesterday. That is one reason why we do not publish stock plans, why we do not believe in stock plans. Everybody's problem is different, and you will get the best answers if you start with a clean sheet of paper with your program and your architect.

There is the need of the students for competence and confidence in social relations -- development of a campus community which provides broad social opportunities for all students to gain experience in democratic living, in self-determination, in cooperative endeavor, and in leadership, and to encourage personal relationships between students and faculty. Every architect who is going to design a residence hall ought to start with those objectives.

To back that up, and to demonstrate that I am not thinking these things up myself (I am not going to give you all the precise documentation -- and many of these things you have probably heard), Stephen Leacock said:

"If a student is to get from college what it ought to give him, rooms in college with life in common that they bring, are his absolute right. A university that fails to give this to him is cheating him."

And the Ford Foundation Trustees report: "Perhaps the greatest single shortcoming of our school system is its tendency to concern itself almost exclusively with the dissemination of information."

We have just completed in the last two or three years a very extensive survey in the architectural profession concerned with education and registration, to the tune of \$80,000 or so, provided by the Carnegie Corporation. It was coordinated in my office, and I am now reading galley proofs on the report. In that report you will find a great deal of reference to the problems of general education. An interesting part of this survey was the series of ten meetings we held in various parts of the country with leading citizens who were not architects, to ask them what they thought about the education of professional people. And it was amazing the unkind things they had to say about all kinds of educated people, Ph.D., scientist, doctors, lawyers and engineers,

as well as architects. The thread that runs through all that is, these men are too highly trained technically as specialists and they are not good citizens. So you will find a lot of moral support in that.

I went to a meeting at the Architectural League the other night in New York, on the ideals of architectural education, and the chairman, summarizing the discussion, said, "the most desired qualities in architectural graduates are in the category of personality and human relations."

And so we could go on. Here is the President's Commission on Higher Education. It points out that colleges and universities must "concern themselves with the development of self-discipline and self-reliance, of ethical principles as a guide for conduct, ... of insight into human motives and aspirations, of discriminating appreciation of a wide range of human values," and further, that "responsibility for the development of these personal qualities cannot be left as heretofore to some courses or a few departments or scattered extra-curricular organizations; it must become a part of every phase of college life."

Then you look at the Life Adjustment Education program of the United States Office of Education, with its ten objectives, all of which would be of concern to you, and I note that five or six of them are also program items for the architect designing a residence hall:

Mental and physical health,
Citizenship,
Esthetic appreciation,
Leisure time - socially useful activity,
Respect for other persons -- live and work cooperatively.

That kind of thing is being stressed in all quarters.

My function is not so much to tell you, as to get this into the record, because I think the architects ought to be conscious of it, and it may be that there are some administrators that might be interested in that, or perhaps could profit by it.

Referring now to some of the principles that I see emerging; We have what appears at first to be a conflict between decentralization of staff and students, and staff responsibilities, in order to accomplish integration of the social and the academic program. So we have people saying that decentralization has made possible and has given initiative to personnel to try out new ideas in the vital areas of student government, leisure time, student activity and so on.

Also the problem which has been mentioned: "increasing faculty interest and integration of classroom and extra-classroom activities which has not been developed anywhere to a measurable degree." That is from a special report of the Southern Illinois University on their approach to residence hall problems.

Then the question of social recreation, from that same report: "It is deemed advisable also to locate a proportionate amount of the total space for recreation in each residence building in order to bring the students in the building closer together. Such space includes lounge, game room and hobby room." So that the central building for this group of housing would contain that, and it begins of course to encroach on what we begin to think of commonly as the student union.

Then there is also the problem, which may have some planning implication, of more use of undergraduate student counselors. I find a great deal being said about that. That probably will affect the grouping and the size of the group. We need all of these devices if we are going to capitalize on the force of environmental education.

For further documentation of this, I have this from one of the Deans of Women at Cornell, Mrs. Brooks, who says that the "customs, the traditions, the ceremonials that grow up around a house are constructive ways of achieving group cohesion and of encouraging that important sense of belongingness. Provision for group life, whether formally structured or spontaneous, does not just happen. It is in part the result of good architectural planning."

Now I see another problem here. The increased importance of both professional and student counselors, in close personal relationship with the students in the halls, emphasizes the needs for sufficient number of lounges or conference rooms, conveniently accessible to groups of student rooms, but sufficiently isolated for control of noise disturbance, coming and going, and so planned that they cannot be converted to student sleeping and study rooms.

I do not know the answer to that, but I throw that as a challenge to the architect. Fix it up so it cannot be used as a sleeping room.

Other architectural implications I find, for instance, in remarks by President Harold Taylor of Sarah Lawrence College in the Architectural Forum. This gets over to the problem of campus planning in part:

"If dormitories are built, should they be separated entirely, both in sight and in allocation of space, from the classrooms, seminar rooms, faculty offices, and administrative services? If they are, they do in fact separate the social and personal lives of the students from the teaching and the learning of the campus community."

It seems to me that there should be some research into what is the natural community on the college campus, and see whether or not that natural community coincides with some feasible educational natural community, and let that be a part of the background of your planning.

On esthetics, President Taylor says (by the way he is no kin of mine): "Very often educators forget that most of their students have had no chance to experience new ideas in the arts or to recognize esthetic values in their everyday surroundings. They have read, and they have traveled, but seldom have the students lived, or spent very much time in situations which have aroused esthetic emotion. As far as the college environment is concerned, this is one part of the education of college students for which the architect and the college are mutually responsible--the former to make a work of art, the latter to encourage the architect to do so."

Now a few words about the scope of the problem. Certainly from all the conversations I have had informally around here, everybody is conscious of the scope of this problem. Contributory factors include the American tendency toward bigness: 50% of the students in less than 10% of college level institutions.

That therefore is intensifying the perennial problem of the one and the many, and the overall problem gets bigger at a faster rate than we can approach even the present ratio of accommodation with safe and adequate buildings. Dr. George Decker, U. S. Office of Education, says that in 1954 there are 2,225,000 college students; and they estimate by 1963, 3,477,000. (I do not know where they get the last 7,000, but at any rate that is what they say.) At current building costs that means \$2 billion dollars worth of building, or \$200,000,000 a year.

Another factor which I am sure we are all conscious of is the quality or lack of quality of off-campus private housing. The supply of the old near-campus housing is disappearing. The supply of the old near-campus housing is disappearing -- those dingy old bedrooms that some of us lived in once upon a time. Disappearing because of obsolescence and commercial replacement, and because the newer homes being built are farther out and they are smaller.

So the alternative is the use of near-in, more or less near-slum housing. And if we required people to live in space like that, there would be a great hue and cry, but so long as it is voluntary, nobody seems to care, except you people perhaps.
(Laughter)

Now I venture into the very touchy field of financing. I think it is probably true, as it was noted in the Architectural Forum, that "dormitories or student unions are the only college buildings that can be financed conventionally; their prospective income can be applied against loans or bond issues, and amortizing stability can be obtained." So we have to bring into consideration the treasurers and the business managers. Now they are very essential people, and without them many of us would be out of jobs.

They must guard against unrealistic programs and unduly costly buildings, but since residence halls can be self-sustaining or self-amortizing, the tendency is to assume that they must be so in all cases. This leads to a tendency to design residence halls by means of a comptometer. If residence halls are to become more and more educational facilities, then they should not be under the limitation of being self-supporting any more than are classrooms or laboratory buildings.

Again quoting from Mrs. Brooks: "Fortunate is the campus whose financial officers see housing as more than food and shelter and who recognize the educational value of corridor lounges, recreation rooms or libraries. The educational contribution of residence hall living should never be secondary to business efficiency."

We all, as architects and student personnel officers, are going to be subject to the charge of extravagance. These are my thoughts on three approaches to the basis of judgment as to whether a residence hall is extravagant or not:

(1) If the building has a normal amount of square footage or cubage per student and is unduly costly because of extra quality materials, finishes, decorative detail, etc., this may very well be regarded as extravagant. In a few cases, buildings financed specifically and exclusively by a donor have been wonderful buildings but something of a diplomatic problem in terms of student assignment and financing of additional units. That is Case one, which we might say represents extravagance.

Case 2: If the residence hall has an abnormally high square footage or cubage per student due to additional facilities and spaces which have educational value, and if the building is of reasonably good quality construction and not excessive in cost per

square or cubic foot, then the total cost can be defended in terms of the educational values previously discussed.

Case 3: If the building is built so cheaply with concern only for the lowest possible initial cost, and requires an undue amount of maintenance, repairs, replacement, which causes the building during the total years of its usefulness to cost more than a well-built building, this building is both cheap and extravagant.

All buildings should be planned in terms of an agreed upon designed life period. Some buildings are too permanent. On the other hand, we have had enough experience in two World Wars to demonstrate that there is no such thing as a temporary building. (Laughter) I am inclined to froth at the mouth at that. I will restrain myself.

So it seems to me that it is time for a new look at budgeting, due to the general educational trend and the increasing recognition of the residence hall as an important educational instrument. If the older attitude is maintained that the residence hall must be self-liquidating, under present costs it must be only a shell or a barracks.

The matter of good quality construction, plus the additional recreational and educational features in the plan, seem to necessitate charging some of the cost of a residence hall to the recreational and/or educational budgets, as the residence hall includes more and more non-paying space.

In the long view, this pays off in the form of better educated, more interested, and more loyal alumni, and this is important whether the institution be private or public.

It seems to me, from the political point of view, the question is: Will this be accomplished without undue strain financially and construction-wise by a continuation and enlargement of the revolving loan facilities, or will the matter be put off until a crisis arises and popular demand creates an emergency with pressure for large Federal grants for higher cost construction.

As far as the AIA is concerned, we are on the conservative side. We do not like large federal operations, or large federal grants, but we do see value in the revolving loan type of operation, or lease purchase, and devices of that sort.

I am not unmindful that you are right up against some very real problems, and I note a few fiscal devices which I have

heard of. Probably many here know a great deal more about this type of procedure than I.

There is a housing commission type of operation to cover in one package the dining cooperatives, the canteens and all such matters so that the money-making things can help to carry the non-recuperating type.

Then there is group solicitation, the united effort of colleges in one state, or certain groups of colleges.

There are the non-interest loans from the legislature, from reserve funds, or from alumni foundations or research foundations, such as the one at Wisconsin.

There is another idea. I am not sure how it would work for college building -- it comes from public school building. It is the School Building Authority, a kind of "legal extra-legal" device to get around the limitations of bonded indebtedness, and so on. It is being used in Pennsylvania, California, and some other places.

Now I am going to mention four problems very briefly.

1. Campus Planning. We have indicated that there is the question of where these things should be located, how close or otherwise to the academic facilities. So the first thing that should be said to everybody is, of course, that you ought to have a good master plan for your campus. There has been too much of this waving the Taoist priest's wand around and saying "put that building there and this one her," and catch-as-catch-can planning and you end up in a mess. I do not think it is necessary to stress that.

"The ideal program for the residence hall will supplement but not compete with all campus or student union activities; it will fulfill cultural and recreational as well as the social needs of its members; and it will provide for small group interests as well as large events."

Some of you may be as fortunate in a way as the University of Michigan, where they have decided to stop frittering away at their surrounding community, by just going across the way and setting up a whole new suburb. It would be wonderful to be the architect of that kind of a job.

But the moral is, as Daniel Burnham, one of the great architects of two generations ago, said, "Make no little plans -- they do not have the power to inspire men's souls."

I have been looking for an opening here to tell a story. I have not noticed any labels from Texas, but I like to collect Texas stories, and this is my newest one, which I think may be pertinent here. It is about the oil millionaire who had a piece of land that was not producing. He called in the geologist and said, "I am going to sell that."

The geologist said, "No, hold on to that."

Sure enough, in a year or so oil was gushing all over the place. The owner called the geologist and said, "Well, I want to give you one of these oil wells."

The geologist said, "No, you paid my fee, and that is all I want."

The millionaire said, "Well, I want to give you something. What would you like?"

He said, "How about some golf clubs?"

The millionaire said, "That's a deal." Then he got to thinking about it, so he called up his geologist and asked, "How many golf clubs were you talking about?"

He answered, "I think eleven is the customary number."

Five months passed and nothing happened. They happened to meet one day and the millionaire said, "You probably think I am an awful piker, but I'm working on this problem of golf clubs. I have eleven of them lined up, but only eight of them have swimming pools." (Laughter)

Now do not construe that to mean that I advocate swimming pools, but the idea is: Think Big, gentlemen. Think big, because it is the squeaking wheel that gets the grease.

I have just told you that in any case the overall campus plan is something that should not be passed by. You must be sure where you are going and work closely with the administration on that, obviously.

Problem No. 2 is the per capita cost of equipping a kitchen, and I have evidence here that it costs \$150 a person for a kitchen serving 250; whereas, if you serve 1,000 it goes down to \$125.00. So let's agree with the business managers that the 1,000 or more is the optimum size of the kitchen. But you, gentlemen, and the ladies in your profession will say, "We cannot have more than 50 people as a living unit. You cannot be buddies

with more than so many."

So, Mr. Architect, how are you going to solve this problem of "houses," house units, with lounges, and then serve them from one kitchen? And we want the dining halls in the residence hall. That is a nice, neat little planning problem.

There is another problem; the corridor. There is a word creeping into your vocabulary, an architectural term. I heard the words "corridor group, corridor meeting, corridor leader, corridor this and that."

"Corridor" is not a very satisfactory piece of architectural space. Bowling alleys -- my son tells me that actually in his college dormitory they did set up bowling pins and used it as a bowling alley. Supposing you challenge your architect with this problem. Take this long thin corridor, which is of no use whatever, except as a speaking tube for sound and for circulation, for access; suppose you tell your architect to take that amount of space and made something out of it.

Well, I tried my hand at that, and probably Mr. Morrill will pick me to pieces on this. Here is our bowling alley corridor, and here is the same amount of space, four sectors of it put side by side to make a usable lounge space. So I group rooms around that, instead of stringing them along both sides, and then I get into the core of the building here with access here and windows there.

There is another solution that has been proposed, and I am not advocating it particularly, but a firm of architects in Chicago has proposed a corridor lounge, which is widening up the corridor so that it serves as a sort of continuous lounge, like an allée in a hotel. I know where they got that idea, because they have been doing something like that in public school buildings, a corridor-common room. So if you can combine general purposes with circulation, that is one answer.

Then combine that with this problem of how are you going to solve this 50 in a living unit and 1,000 served by the kitchen?

Well my suggestion -- and of course it would take a great deal of study, but let's take one of those living units, a lounge, and let's make a geometrical layout like that, so you have light courts. Here would be the main lounge, and maybe a couple of proctor's rooms or something like that. Here is your circulation. Stack that up four stories high. There are 50, 200 on a floor, or maybe five stories, and then down below put your dining halls and you also tell your architect that he has to

have four separate dining halls for use by the respective groups, but at least two of them to be combined for banquets and special occasions. So you would have your common kitchen, cafeteria, or service pantries, and the four groups.

I do not want you to take that seriously except as an example of challenging your architect with that kind of a problem. Say, "Now, look, we are not satisfied with the way these things have been done, and it is up to you to find a way out."

I will mention very briefly another, and that is: If you tell me that noise is the number one problem in a residence hall, how would the architect go about eliminating it?

In the first place he would have to distinguish, as in all acoustical problems, between the physics of sound and the planning considerations. Under the physics of sound there is first the origination of sound. That is the floor materials for noise, footfalls and abrasions, squeaking and so on; that balanced against original and maintenance cost and durability.

Then he would break down the problem of the control of sound into two kinds, which people usually overlook. One is airborne sound, which is acoustics in the usual sense, and the other is the transmission of sound. Now the airborne sound is not difficult except in a large room, and usually a normal amount of furniture, bedding and so on takes care of it, with a certain amount of carpets and draperies.

The transmission of sound through walls and structure is the one that is most difficult to manage. That is the question of insulation of noise-making equipment from the structure -- radios, pianos and typewriters -- and the rigidity of partitions and doors, to prevent diaphragmatic action, by use of tile, staggered studs, or hollow wall construction, or alternation of hard and soft materials in a sandwich construction.

Another problem is that of leaks. You can get more noise around the edges of an ordinary door than you can get through the whole partition of ordinary construction. So you ought to try such things as an exterior type of doorsill which is designed to keep the water out, and use weatherproofing at the jams and the heads of interior doors.

Then there is the problem of sound in airconditioning equipment and other duct work, and obviously then the isolation of these facilities in the planning; the telephone booths, music rooms, the common washroom and shower rooms if you have them.

So you simply challenge your architect and say, "Now we have done everything we can in the way of student self-government and discipline and so on; you have to solve the rest of this problem." And let him exercise his ingenuity along the ways I have outlined.

Now I am going to venture a prophecy, after going back a little bit, without being historically accurate, Mr. Chambers summarized this some years ago and printed it in our Bulletin. First referring again to President Harold Taylor in The Philosophical Foundations of General Education, he points to three educational philosophies.

First, the rationalist, in which the student was only an intellectual and a learning organism. In that case, the people of your profession were simply the selectors and the conditioners of the choicest material for the scholars to work on.

The second phase was neo-humanism, in which there was a recognition, but still a separation between the intellectual and the other aspects, between mind and body, between reason and emotion, between thought and action. So there was a division of responsibility. The academic faculty took care of one half, and you took care of the other half. So in that case you were regarded by the other faculty members as technicians and experts at your part of the job.

He comes then to the third educational philosophy, the instrumentalist, related to the uses of knowledge and experience. And he says:

"To serve this goal of democracy and education, an education which rests on a philosophy of individualism, not as doctrine of enlightened self-interest but as full development of the individual in the development of his society."

In that category and that philosophy, you are educators and recognized as educators and not as technicians or accessories to the educational job. My paraphrase of that is this: First there was education to make a living, and it was generally recognized that was not enough. Next, education for living. Now we are coming to the phase of education for living by living together. And that involves the things that you are concerned with all the time, student government, student program, seminars, honors programs, and so forth.

So I venture this prophecy: I predict that we are coming to a new type of building which practically does not exist so far; a new type of building comprising elements of dormitory,

dining hall, faculty residences, artist-in-residence, the distinguished visitor on the campus, and so we need a new word. We used to use the word "dormitory." Now I have been so conditioned that I have learned never to use that word except historically in the dark ages, and I have pretty well trained myself to say nothing but "residence hall."

But what shall be the new word? "Residence hall" will not be enough. It has to be a new word that will have all the full implications and all the overtones of this new attitude, so it seems to me that we are leading into something that is extremely exciting and interesting. I think your profession must about as exciting and stimulating as mine with all these things going on.

Finally I wish to say a word or two about the architect. He is not only a technician who will solve your problems of plan relationships and facilities and arrangements, but he is a specialist who is concerned with the total impact of the created environment, and in all types of buildings that is more and more recognized.

After you and your architect have made the major decisions, there are those more subtle decisions of color, texture, light, acoustical and thermal environment, and that is where the architect makes his most distinct and unique contribution, in those plus values, in the priceless ingredients that are going to make this esthetic environment that President Taylor talked about. So he can be a crystallizing thing in relation to your program. He can be merely a convenience. It can be merely necessary shelter, but it can also be a positive, dynamic and contributory thing in relation to your educational and guidance program.

Now I want to close, having gone five minutes over my time, with one statement I just read the other day in the Atlantic Monthly, May issue, by Walter Lippman, "The Shortage in Education."

"Can it be denied that the educational effort is inadequate? I think it cannot be denied. I do not mean that we are doing a little too little. I mean that we are doing much too little. We are entering upon an era which will test to the utmost the capacity of our democracy to cope with the gravest problem of modern times, and on a scale never yet attempted in all the history of the world. We are entering upon this difficult and dangerous period with what I believe we must call a growing deficit in the quantity and the quality of American education.

"Our educational effort, on the other hand, has not yet been raised to the plateau of the age we live in. I am not saying, of course, that we should spent 40 billions on education because we spend that much on defense. I am saying that we must make the same order of radical change in our attitude as we have made in our attitude towards defense. We must measure our educational effort as we do our military effort. That is to say, we must measure it not by what it would be easy and convenient to do, but by what is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated."

Thank you. (Applause)

CHAIRMAN WEAVER: Thank you, Mr. Taylor.

The next speaker is a practical architect who was trained at the University of Pennsylvania. He has been associated with five building projects at his present university, which is Ohio State, and he has refused to tell me what "being associated with them" is in more specific terms. But I believe his remarks may clarify the nature of his association and also these remarks will provide us with a very practical guide to our consideration of the subject of this afternoon's meeting. He is Mr. Paul Morrill. Mr. Morrill.

MR. PAUL MORRILL (Architect, associated with the University Architect, Ohio State University): I would like to begin my remarks by re-emphasizing Mr. Taylor's statement that the architect has need of a definite program in planning residence hall construction. And I would like to further explain that, and if possible elaborate on it, exactly what do you mean by a program?

What kind of a program is the architect looking for? What should the program contain? Should the program which you present to the architect contain the type of finish which the building is required to have? Obviously, no. But one thing that the architect must have is the administrative setup under which this residence hall is to operate, and the staff and its organization chart.

The first two important things which every architect must know in planning a residence hall is: How many students are to be grouped together in one group under one supervisor? And, how many students are to be in one residence hall. Usually the plan stems from these first two initial requirements.

There is a great deal other additional information which is required as to the facilities which are to be provided for each group, whether they are to be combinations of groups which share facilities; how the buildings are to be serviced; how the students are to be fed. This varies at different institutions, and even at the same institution it will vary. All of these things enter into the program and must be known before the building can be planned.

At one of the mid-western universities they are just completing the second large residence hall. The first one was for 1200 men, the second one for 1261 women. These two plans are entirely different because they stemmed from two different programs: One set out by the dean of men, and one set out by the dean of women. If you have not been to Indiana, I suggest that you visit there and see these two buildings. I can draw them for you briefly. (Drawing on board)

The first building, which is already completed, is built on the idea of a quadrangle. At one side of the quadrangle is this dining and feeding facility for the 1200 men, with the service. The requirement placed 50 men in a group, side by side, divided into social groups of 50, each with a recreation room in the basement and a lounge room at the roof level, or the sun deck, and one staff member or supervisor. These groups then are 50 each.

The Dean of Men's program set this up as side by side housing, stairs occur between the units of 50, and are shared by the two halls.

The building, which is still under construction, for the women has groups of 50, in wings stemming in this "x" pattern, and here, diametrically opposed to this idea, was their requirement for 50 girls on one corridor, with their bathing facilities and their one staff member, counselor, adviser, or what have you. The dining was provided in four dining halls, 250 each, located on the ground floor, and served from a central kitchen, which was located here, with service in that direction.

Each find that the requirement for change in the program which the Dean of Men writes, or the Dean of men and his staff creates, the shape and size of the building changes.

A building recently completed called for groups of 35 with their bathing facilities and one staff supervisor.

As I told you, the first two requirements are, how many students under one social adviser or student advisor, and how many in a building? Here the requirement was for 35 under one

adviser, and 250, but no more, in a building. This combination appeared to be the most effective. Each group of 35 shared bathing facilities, and of course the staff adviser shared these facilities. But each group of 70 shared a common lounge and a study room, and of course stairs and elevators.

This was duplicated on the floor below, the floor below that, and on the first floor, creating seven groups of 35, approximately 250. Then the space for social requirements, lobby, lounge and residence hall guests appeared at this level. Recreational facilities appeared here.

The group of 35 shared bath facilities only. The group of 70 shared lounge and study room facilities. The group of 250 shared lobby, lounge, guest facilities and recreation room. This begins to set the pattern for the entire building. In other words, basement, first floor, second, third and fourth. And it is from such programs that plans of buildings are evolved. That is why the program is such an important thing.

The next program requirement was one of service. It would have been unwise to create service facilities for a building of 250. It was decided that service facilities would be provided for two buildings of 250. By service facilities, I mean delivery dock for the receiving of mail, linen, laundry, trunks and that sort of thing, freight elevator for vertical circulation; on the upper floors, linen storage and supply storage, maids' closets, standard closets. Service not for 250 duplicated -- that would be expensive -- but service centrally located so that both buildings of 250 could be served. But the integrity of these two buildings, as 250 each, was preserved by preventing the occupants of this building from going through to the next. They were blocked at this point.

From there you go on to the feeding problem, and of course all these problems vary with the size of the institution. This is an institution of a larger scale, obviously. Again the problem was feeding these students economically. After a survey of what had been done at other universities, 1500 was decided as the figure that could be fed economically from one kitchen operation. At that time we had dormitories for about 800 -- there were dormitory facilities for around 450, and 600 were to be added, making 1050. But the kitchen and dining hall that were provided were provided on the basis of 1500, which allows for future expansion. That put quite a heavy load on the initial cost of that building.

Also, it was decided that it would be far easier to bring the students to the food than to bring the food to the students.

The dean of women's requirement was that each residence hall unit of 250 should have a dining room of its own. Well, that would mean 1500 divided by 250, to arrive at the number of dining rooms, which would have to be too many for the space to be occupied.

Next was the manner in which students were fed. I do not know how it is at some of the smaller universities. I can give you an example of that. Right there in Oxford, Ohio, at Miami, where there are 125 in one dormitory, they are required to be at the dining room table in their particular chair, with their coat on at six o'clock. There is a chair for them there. That is one method of feeding students, but it is not one that could be obtained at a larger institution. Their classes are over at a certain time, which allows them to get there at that time. In larger institutions, where classes are scheduled even up to five o'clock, people could not possibly get to the table at six o'clock. As a result of that it is cafeteria service. Service is from five-thirty to seven-thirty, instead of from six to six-thirty. With cafeteria service your problem is decreased to the extent that if you build a dining hall for 250 it can be filled twice in that period of time, and that dining room which maybe only seats 250 can feed 500. That would result here in three dining halls.

As it actually worked out, there was a compromise made. Four dining halls were built, each seating 250, but feeding 500, which meant that three of the dining halls could be used for cafeteria service and one dining hall was kept in reserve so that all of the occupants of one residence hall could eat in that dining hall.

I would like to mention some of the other details that an architect would appreciate having brought out when the Dean of Men writes his program. As I say, basically it is how many students are to be under one adviser, and what are the facilities which this adviser must have in order to do his job; what is his relationship to the dean of men; is this adviser to have, as they had in the English times, complete quarters. I mean, is he to be a head master, in other words. Is he to have living room and dining room, kitchen and bedroom? Is he to be a married man? Is he to be unmarried? What are the facilities that this adviser must have? These things have to be known.

Also, when you establish the group of the number of students that can be underneath one adviser, can they share any facilities with another group? How many can be combined for servicing, and how many can be combined for feeding? Also, in

connection with servicing, other things that an architect needs to know, if he has not previously worked with your institution, is whether laundry is provided, what must be provided in the way of postal service, mail delivery, and even the checking in and out of students, the payment of bills and that sort of thing, because each of these requirements brings up a plan requirement which affects the plan of the building.

I have examples of rooms picked somewhat at random. They are on slides, and I have picked them to show somewhat the variety that exists in a number of square feet which is considered adequate at different institutions, and also the similarity or dissimilarity in equipment which has been provided.

(Slide) Down here in the lower lefthand corner it shows a double room which was planned for Purdue University. This has the smallest number of square feet in the rooms of any of the nine examples, but you will find that although it has the smallest number of square feet, when we get to the end I would like, if we can, to compare it with the largest double room which is 235 square feet and compare the facilities that have been provided. The essential things which are provided in any double room in any residence hall are the three facilities of storage, study and sleeping. Here in the smallest example, storage is taken care of by means of a double wardrobe, and a chest of drawers. Study is taken care of by two single movable desks, and two desk chairs. Sleeping is provided by a permanently duplexed bed. When you go below 168 square feet, you are permitted, I would say, to use permanent, duplex beds. There is no possibility of devising a room with fewer square feet and have the beds side by side.

The reason I want to compare this with the largest number of square feet is, you will find that even though the largest double room has 235 square feet, the facilities are quite similar, almost identical.

The next largest room on this slide is the one which we had at Ohio State University, 172 square feet. Here in this room, because of its shape, partially because of its shape, it is possible to either place the duplex beds side by side or one above the other. They can be placed either in an east-west direction or a north-south direction. Storage is provided by a double wardrobe, built in chest of drawers with a storage cabinet above it, shelf and hanging rod on this structural beam. A double desk is provided with two desk chairs.

I think you also will notice as you go through here, the rooms which are proportionately long in relation to their width result in rooms which are less flexible as far as furniture

arrangement is concerned. Even though I make that statement, I should also add that it is up to the dean of men to decide whether flexibility is a desirable thing in a room. Perhaps it is not desirable. We think it is.

The next largest is 180 square feet, at Miami University. This room is one which they have used for a great number of years, 12' x 15'. It has its disadvantages. I think probably those will be discussed from a social standpoint. We regret that a line drawn down the middle of the room will divide it into your half and my half. Also the conflict at the entrance here is undesirable. Not much difference in flexibility between 172 and 180 square feet.

(Slide) This is the next group, the intermediate group 182, 195 and 197 square feet. This is a room at Michigan State Women's dormitory. Again the principal elements are storage, sleeping and study. Storage is provided by two wardrobes, and two loose chests. This figure that occurs above the number of square feet is the number of lineal square feet in the wardrobe. This is the one at Indiana. It happens to be the women's dormitory and there the dean of the women's program called for bathing facilities for each two double rooms. This is an additional expense as far as plumbing is concerned. There are two quite large wardrobes, actually 10 feet from one end to the other, and 8 lineal feet of hanging rod. Two beds, movable; easy chair, movable; double desk and two movable chairs.

This contains four towel bars and a medicine cabinet. If I have time later on I would like to discuss the details, or discuss the furniture of the room in detail.

This is an excellent plan here; at least according to the way I feel about it, it is. With 197 square feet, again your room is not long and narrow in its shape. It is more nearly square. There is considerable flexibility. I did not add the easy chair and the desk, because I was not too familiar with it and did not have that information. Seven lineal feet of hanging rod, a lavatory for each two men, a shower and water closet for each four. That is getting into the deluxe class. This building of course was quite economical as far as construction was concerned. I would like to have you keep this plan in mind when we see the next slide because this is the Air Corps solution for four officers with two lavatories and bathing facilities shared. On the next slide you will see the Air Corps solution.

(Slide) That is here, for two officers, no bathing or toilet facilities provided for. Here the room is larger, 210 square feet; 6 lineal feet of hanging space; trays which are

built into the wardrobe to substitute for chests of drawers, a telephone, two built-in desks and two desk chairs. And here I think you can see that if this bed was a duplex bed and placed above this one, you could hold a dance in the rest of the room.

Here again, two examples of double rooms at the University of Michigan. The largest number of square feet so far. I think less flexibility, partially because of its shape. I do not say that in criticism. I am simply pointing it out. In fact, the maximum of inflexibility in this room, because this is built in, this is built in, the desks are built in and attached to the wall, and the beds are fastened to the floor. (Laughter)

I would like to give you the detailed information -- I do not know if anyone has ever recorded it -- the detailed figures which are repeated over there on the wall among those blueprints at a room at Ohio State University. We provide, and you might use these figures to compare with yours -- I would like to hear from you and hear what you have too -- as far as the double wardrobe is concerned, there are 85 cubic feet of storage and that is net, that is within the walls. That does not count the thicknesses of the partitions that make up the wardrobe; 85 cubic feet, net, on the double wardrobe. Above the chest of drawers we have an additional storage compartment, above the mirror, and it contains 20 cubic feet of storage. That is a total of 105 cubic feet of storage. The dresser chest, which is built in, contains 24 cubic feet gross of storage. Now that is gross. That is not inside the drawers, it is the outside dimensions of the chest itself.

As far as shelf space is concerned, there are 17 square feet of shelf space in the wardrobe, two and a half square feet in that little shelf that goes from the column over to the corridor wall. When it comes to hanging rod space, there are five lineal feet of hanging rod in the wardrobe, and two and a half lineal feet in the corner of the room, giving a total of seven and a half. I would be interested if anybody has those figures on their dormitories. I would like to compare them with what we have.

Now it is a quarter after three. Am I to continue?

CHAIRMAN WEAVER: Yes, we are going to extend this about thirty minutes to provide for the discussion.

MR. MORRILL: All right. I have some other items. Now we are getting down to the very fine points.

As I say, the principal thing that the architect needs

to know is: The number that you intend to supervise under one supervisor, the number that you intend to have in one building, and the facilities that you hope to provide for them. When we get into the furnishing of the double room, the basic requirements again are sleeping, studying and storage. The architect should be advised whether you plan to use duplex beds, permanently duplex; whether your requirement is that these beds be possibly duplexed, and possibly placed side by side. Whether they are metal or wood does not make any difference. If your purchasing department has standardized on the size of the bed, and if you know the make, that is a good idea too.

It so happens that at our institution students' beds have been standardized this way, that all mattresses are to be 36 x 75 inches. When you get into the furnishing of the sleeping equipment, you have your choice there, of course, of various manufacturers. You have to make a decision whether it is to be a lining fabric spring, whether it is to be steel band, whether it is to be a no-sag spring, a no-coil spring. If your architect is planning your furnishings, those things enter into the consideration.

We had a very interesting thing come up that I would like to tell you about, and that was in relation to the duplex beds which were provided for the new dormitory. I went to the purchasing department and I said, "I assume that we are going to buy the same beds that we have always bought?" He said, "Yes." I went to the dean. I said, "Well we are going to get some more of these beds." He said, "No, we don't want them." "What's the matter with them?"

(Drawing) That is supposed to represent the beds. This is the bottom sleeping level, this is the top sleeping level. They are made by a great many manufacturers. This is a steel fabric through here on which the mattress is placed. This is a reenforcing bar or tube or some device which occurs about eight inches below the fabric. Then with the coiled spring on top, there is about 16 inches of space here. The same thing down at the bottom. Another 16 inches of space taken up. There is hardly any room for the student in the lower bunk to sit up, and the student in the lower bunk could not sit up as a matter of fact without feeling hedged in by this super structure above.

Well we called in one of the furniture manufacturers and said, "We don't like your bed." The salesman went back to his headquarters and the next thing I knew I got a call from him. He said, "We are delighted with your objections. I called the vice president of the factory in Chicago and he said he thinks the bed has been out of date anyhow."

What they have devised, instead of taking up an inch and a half for a steel frame, and instead of dropping down here 8 inches and putting the reinforcing in and losing all that space, they have taken a metal frame, about an inch and a quarter, and inside of that they have woven a new no-sag spring and omitted the bottom reinforcing bar below. They have dropped the lower bunk four inches and they have gained approximately a whole foot between the upper and the lower bunk, which I think would make for better accommodations.

On student desks, in 1948, we felt that we had the correct answer. We devised double desks which were 41 inches across, 42 inches from end to end, and had five drawers available for each student. Economy and maintenance have proven that this was not perhaps the right answer. The desks which are being provided for the latest dormitory will still have the large top because it provides working space. However, it will have one drawer and two shelves -- not five drawers.

The question always comes up too on desks as to whether the students should face each other or not. I think the deans would probably disagree on that. Some say it is all right to have the students face each other, some say not.

(Slide) This shows one solution which is considered desirable. The people planning this room evidently went along with the idea that students should not face each other when studying, that it is poor for concentration. Above these two attached desks there is a cork board for pinups. Here is another solution with the desks facing in opposite directions, and built in, and attached. This might lead to more concentration. Of course, there is always the single desk, movable, and the double desks which are, I think, primarily an item of economy.

Well, you can go into a whole lot of detail, maybe too much. I think I had better quit while I'm ahead. But other things that could be considered and should be considered by you, and which you might remember or make a note of, are such small things as what do students do with pinups, for instance. Are they allowed to stick them to your wall? Is there place provided for students to put up pinups? Is the thing that you provide a part of the permanent structure? Is it a piece of cork board which is glued to the wall, which has to be replaced when it is worn out? Is it a cork board hung on the wall which can be thrown away at any time?

We have been employing a metal trim imbedded in the plaster on one wall. This allows hanging drying racks, necktie racks; it allows the hanging of a cork board which can be used by

the student for one semester or as long as he is there. It can be removed without disfiguring the wall.

Another one which is a pet one of mine, is what do you do with the wash rag and towel? I never visit a dormitory without finding out before I leave what provision has been made for that item. It is one of the sore points as far as the maintenance people are concerned. It is a sore point with the deans usually, because the rooms do not always look so well with the wash rag and towel draped all over the place.

In one of the dormitories I visited recently, we walked into the room and hanging on a heating pipe were two coat hangers, and there was the wash rag and towel. The architect said, "Well, look here, you can't do that. We provided a towel bar on the back of the door, that was for the wash rag and towel."

"Oh," the student said, "That is our necktie rack."
(Laughter and applause)

CHAIRMAN WEAVER: Thank you very much, Mr. Morrill.

In order to provide for the discussion phase of this program I have conferred with Dean Turner and the discussion panel, and we have agreed to extend this meeting until four o'clock, which means that the conference groups will be postponed accordingly.

At this time I would like to turn the program over to Dean Bernie Hyink of the University of Southern California, who will introduce his associates in the discussion panel.

... Dean Bernard L. Hyink, University of Southern California, assumed the chair ...

CHAIRMAN HYINK: I am pleased at this time to introduce the members of our panel. First of all I would like to introduce Dean Beaty from the University of Florida; and Mr. Riker, whom we have invited to be with us from the University of Florida. I think, among other things, this panel shows that California and Florida can get together; secondly, that it takes two from Florida to match one from California. (Laughter) Mr. Riker is Housing Director of Florida, and is presently working at Columbia University in graduate work, and is writing his dissertation on this subject of housing, so we were pleased to have him with us.

Dean Woodruff, from the University of Kansas. Dean Simes from Pennsylvania State. Dean Frank Baldwin, from Cornell. And Dean Holdeman from Oberlin.

We felt that one bit of service we might render as a group this afternoon would be to present a few basic questions that came to the minds of our panel, perhaps with a suggestion that these questions form a basis or a part of a basis of the discussions that will start at four o'clock. Both Mr. Morrill and Mr. Taylor have agreed to visit the various discussion groups and to meet with you in the various parlors as you conduct your discussion after four o'clock.

I would like thus to open the floor for discussion and for presentation of questions by any member of the panel that would like to start the ball rolling here. Dean Holdeman, I know you have one or two questions you would like to present.

ASSOCIATE DEAN W. D. HOLDEMAN (Oberlin College): I am assuming that in these meetings that personal experiences might be of help to members who are in the dormitory construction business, and I have posed two.

Assuming that large dormitories will be built because of construction costs, what are the best ideas to break up the building for small group living units?

Some of us in smaller colleges especially, who have strong ideas for small group living, are having our fights with the business men in their ideas of large dormitory building.

Another question which every campus goes through: Is there an advantage of soliciting student ideas and opinions on new dormitory planning? If so, and if you have tried it, what methods have you used in getting student opinion and student help, and how have you been able to coordinate their utopian ideas with some of the hard facts of construction?

SECRETARY TURNER: I would like to speak to that No. 2 right now. We have asked the students to work with the housing committee, and there are 12 different types of rooming and housing units being set up in one of our dormitories. They are all different, and the students are going to be asked to live in them in units, rotating, and say after they get through which kind. The furniture manufacturers are working with us.

It provides permanent partitions and partitions of furniture units and so on. We are getting delivery on some of them now. We are going to take the same students and have them live in the different units and have them tell us what is wrong about them, and what is right about them. That is how we are using the students.

DEAN RALPH A. YOUNG (The College of Wooster): We had some of our leading student representatives meet with the architect for the building. While it was not an extensive plan, they did make suggestions which the architect incorporated, and it is working out very well.

MR. MORRILL: I might add that the Case School of Applied Science has constructed an experimental room in which they have had students live. I do not know whether they have published the results of that experiment or not.

CHAIRMAN HYINK: Any further remarks to this particular point?

DEAN DAROLD L. SHUTT (Asst. Dir. of M.R.H., Purdue University): I would like to speak to that first question of yours: What is the best way to break down large units?

We have been in operation for two years now on our new "x" hall, which is similar to Indiana in some respects. Actually Indiana I think saw ours and built it. Is that right? (Laughter) It does break it down very well. We break it down by corridor unit and by lounge and recreation facilities within the wings of each "x"; also, as far as counselor and sponsor facilities are concerned and the counseling social units.

At "x", you have in essence units of 150 per wing, broken down into social and counseling units of 50 each. Do I make myself clear? I think that has been the best. We are absolutely opposed to the quadrangle principle because of the friction between residents back and forth, and so forth. We have a big quadrangle over there to show you.

CHAIRMAN HYINK: Is there another question that any member of the panel would like to present at this time?

DEAN R. C. BEATY (University of Florida): I would like to ask Dean Stibbs, down at Tulane, what his experience is to eliminate the corridor altogether?

DEAN JOHN H. STIBBS (Tulane University): We have just built two large residence halls, each to hold 225 students, and we have taken the long corridor out, and we have an exterior gallery. It is about 8 feet wide. The boys go independently to each of their rooms. Then we have a kind of stair down that sets next to the building, by which they get to their several decks.

Of course, this eliminates the whole business of the long corridor with all its difficulties so far as noise and behavior is concerned.

We anticipate some trouble policing this quadrangle, but we are going to try to work that out with our campus guards and have a couple of them around there 24 hours a day.

Fred Turner was down and looked over our new building there very carefully, and I think Fred approved and thought very highly of it.

CHAIRMAN HYINK: Maybe he will be one of your campus guards. (Laughter)

DEAN STIBBS: He will make a good one. He has had a lot of experience.

SECRETARY TURNER: I would like to speak to that, not from the policing standpoint, but from the standpoint of heating. I would like to say that the heating boiler is just about half as big as the hot water boiler. (Laughter) It looks awfully good down there.

DEAN FRANK J. SIMES (Penn State University): I would like to find out what techniques of construction are currently being used to offset or to promote economies in residence hall construction, such as non-plastered walls, using wardrobes as divisions between rooms, and that sort of thing.

CHAIRMAN HYINK: Did everyone get the question back there? Okay. Would either Mr. Morrill or Mr. Taylor like to speak to that now?

MR. MORRILL: I will try to answer that. At one of the midwestern colleges they had to economize. A few of the things they did, of course, were as you suggested, the elimination of plaster, the elimination of any terrazzo finish in lobbies and lounges on the first floor, and a substitution of asphalt tile instead of terrazzo. The elimination of terrazzo as a flooring material in the bathing facilities; that is in the lavatory room, the shower room and so forth. In that case, they went to a ceramic tile. It could possibly further have been economized by going to walls of cement plaster, instead of ceramic tile.

They were a little on the plush side, I believe, to begin with, because they eliminated such things as stainless steel railings and went to wrought iron painted. They eliminated terrazzo on steps and went to concrete. Where the double wardrobe has been used, back to back, it is an economy measure. I think the deans and those who planned the social program, again would have to guide the architect to a certain extent because it does result in an increase in noise and the transmission of noise from one double room to the adjacent double room.

If you are willing to put up with it, it is an economy feature.

MR. TAYLOR: Speaking structurally, I cannot give you the percentage of saving, but there are two new structural ideas. There were pre-cast units used in the dormitories at Connecticut, by McKim, Mead and White. They were cast on the ground and put in place. There is also the tilt-up system used in the Navy training barracks in Chicago, and then I do not know how many of you have seen the very dramatic lift-slab system at Trinity University, now being used in other parts of the country for various building types. The whole floor is cast on the ground around some pillars that are set around some columns, and by means of hydraulic jacks the whole slab weighing thousands of tons is lifted up and they can lift two at a time, one after the other, and you have some new buildings at Trinity University. They promise economy, because in the actual construction cost you can do anything you like with your doors and windows because the floors and roofs are self-sustaining, and not depending on any partitions or anything of the sort.

I think they forewent the economy at Connecticut by putting a brick veneer on the outside of their concrete slabs, pre-cast, listed in place slabs. On some other jobs, they have simply cast walls, and tilted them up or lifted them in place, and have taken care of a suitable texture on the exterior of the wall.

Those are new devices which must have been used because there was some saving, but I cannot give you the figures.

CHAIRMAN HYINK: Thank you. Mr. Riker, would you have a question you would like to raise?

MR. H. C. RIKER (University of Florida): There has been much said today by Mr. Taylor and also by others as to the educational values of residence halls. It seems to me that the future development of residence halls, and perhaps even their financing may depend upon this educational value we are talking about. So my question would be: Can personnel administrators demonstrate to the satisfaction of faculty and boards of trustees the educational values of residence halls? Can you really demonstrate concretely the real value of residence halls?

CHAIRMAN HYINK: That might be a very good one to chew on a bit after four o'clock, unless anyone would like to speak on that right now for general session. Any other questions from the group here? Dean Woodruff, did you want to make a presentation?

DEAN LAURENCE G. WOODRUFF (University of Kansas): I would like to raise a question for discussion among our smaller groups: Do we really know what the differences in construction costs are doing to our dormitory programs?

We are neophytes at Kansas in this dormitory business, but have had a rather successful program of small 52-man units, which we have been building at costs in the past three years of around \$175,000, which figures roughly \$3500 per man.

We were told by our architect, as we have been told here this afternoon, that those were very expensive methods of building; so we built, according to the architect's specification, a 200-man unit, and the construction costs were \$700,000.00, coming out with exactly the same figure on that basis as we had been coming out on the much smaller basis, which makes me wonder whether these figures that we hear of economies in construction really work out in the long run.

CHAIRMAN HYINK: Thank you.

Dean Baldwin. I might say Dean Baldwin is joining us today. We appreciate it. Dean Hopkins unfortunately could not attend the convention because of the death of his father, so Dean Baldwin is helping us out here.

DEAN FRANK C. (Ted) BALDWIN (Cornell University): One of the questions I have, Mr. Chairman, is not quite along this line, but it is one of the problems we are confronted with, and I am sure some of the others may have the same idea, and that is the question of the housing of married students. That seems to be one of the things that is coming along more and more each year. We had a lot of veterans of course who came back. They have moved out, but not it seems we still have many students who take a fifth year or sixth year to stay on the campus, and get married and proceed to have families. One of the problems I would like to hear discussed and hear some comments on is what kind of construction jobs are being done throughout the country in the way of possibly one and two bedroom establishments, what sort of rents are being charged and how are they being written off, how the building is constructed. It is one of the very great problems that we have on our campus, and I suppose it is true of some of the other universities where students stay on for graduate school work.

CHAIRMAN HYINK: I wonder if we could spend a few minutes on that particular subject, and some of you from the floor who have had experience in this, would you give us the benefit of your experience. Anyone who has had this particular

type of construction on their campus.

DEAN CHARLES W. DUHIG (Brandeis University): I know Frank Bowditch has it, M.I.T., but I do not believe he is in the room. But his probably cost a fortune. It is beautiful.

CHAIRMAN HYINK: Someone said "Indiana".

DEAN ROBERT H. SHAFFER (Indiana University): We have gone to a concrete row block housing unit. They are efficiency apartments, side-by-side, 12 in a unit. We rent those between \$55 and \$75 a month. But it certainly does not in any way come near the rental we provided for the married veteran in '46, when we rented housing at \$42.50 a month, or trailers at \$25 a month. Already we are getting complaints. We have 48 of these efficiency apartments that students who have committed are unable to budget the amount required to finance them.

I believe those are being amortized on a 25-year basis, which is about as long as you can justify on a financing plan. I cannot say that we have really found the answer, other than people are glad to have them. They are well planned. We have them distributed with a lot of land around them. We have playgrounds planned and tennis courts beside them. And each 12 efficiency apartment units are separate, so we do not get a jam-up of kids. Theoretically those are planned for married couples without children. I do not know if there are any couples in there without children at the present time.

CHAIRMAN HYINK: Are they one and two bed-room?

DEAN SHAFFER: One bedroom, efficiency apartment.

DEAN JACK MATTHEWS (University of Missouri): As to our obligations in this respect, we have some units. They are of course temporary, but in view of the objectives we state for having such facilities, to what extent can we influence these students for these objectives we state for our single student? It raises a question I think. These married students, we know we are having more of them, and that is the thing we have to decide first. They are expensive. We have just so much money to spend. How can you apply this to their education, to the education in housing these students on our campuses?

DEAN JOHN M. YARBOROUGH (Stanford University): I can tell you the experience we had two years ago. I am a strong advocate of housing for the married students. We have 340 apartments at Stanford University, and I believe we have a definite trend in this way, and it has continued on the west coast. That

may be because we are increasing our graduate school. When I raised this point I thought I was doing something in a very Christain and human sort of way. If it had not been for Vice President Stewart of Purdue coming in and saving my neck, I do not know if I would have been here now. Immediately they started howling in the group "socialism, and public housing." Some of them said, "Go ahead and let them live in sin, and so on."

I feel there is a very definite need for it, and I would like to see NASPA put some serious thought on this area, because we are moving into a technocracy it seems to me, whether supported by government or private industry working in this area; and if this is true, I think we had better get organizations of this type to get some degree of feeling within your state, and as a private institution we can do a little bit more as we please, but there certainly is a definite trend all over the country. The lines are drawn very sharply and severely as to what our responsibility is, and I just pass that on to you from the experience I had in the other Association on housing.

CHAIRMAN HYINK: Thanks, John.

DEAN SHUTT: I do not know if this will help Dean Baldwin or not. Faced with the problem of finding some quick housing for single men, we tried an experiment at Purdue. Last year, or last summer, we tacked a bunch of National homes end to end, 15 of them to be exact. We took two and three bedroom units and left the facilities for the kitchen out and used it for an extra bedroom, thereby housing 6 or 8 men in each unit.

Frankly that is not the answer. The construction is too flimsy for college men, in that sort of plasterboard with the one by two door frame.

However, I think we are going to try something this summer which is double barreled on this housing for married and single. We are going to try some more such units. They probably will not be National homes, but they will be some sort of construction of cinder block backed up by brick, or concrete block, or something of that kind, which will give us more flexibility in sizes of rooms and facilities. At the same time there will be a little better construction than the other. The idea is that as we go on we may want to convert these into married units; if we can build permanent men's halls with dining facilities, recreational facilities and so forth at the same time -- we are housing the single men now -- we can turn these over to married, and house the single men in our permanent, regular residence halls. They can be built rather cheaply. We have about \$175,000 in this one Harrison

Court unit, which is up and in operation now. That is for 100 men, making the per unit man cost of only \$1700, which is very good in that type of construction, I think the architect will agree on that. It is rather reasonable.

But what the result is going to be I cannot say. This is still in the experimental stage. Incidentally, this was Bob Stewart's idea.

MR. TAYLOR: Mr. Chairman, may I ask a question of the gentleman from Purdue. I am just venturing the idea that a pre-fabricator, such as National Homes, could without too much trouble modify his specification or even his plan, if he had enough quantity of college housing, and you still have the benefits of their factory mass production. Did you ask them to depart in any way from their standard production line?

DEAN SHUTT: Not in the original first unit that was put up. This is the standard National Home unit, and we just used one wall for two buildings, thereby building up a line of seven on one side, seven on the other, and one at the end as a court effect.

There were several things wrong with it, and I do not want to go into the detail on the maintenance problems we did run into there, but they offered to try to build something especially for us in the hopes that some of the rest of you would be interested later on. They were so pleased with the first results that they wanted immediately to go out and broadcast to all of you how wonderful this thing was at Purdue. But we would not allow them to do that.

We are still talking about them. We have not completely dropped them out of the picture, and it is possible that it will come out as you suggest, that they will change their basic plan for us, and maybe put a little better type of construction into it, and we may still do business with the National Homes. The present thinking is we will not, but that was last Friday.
(Laughter)

CHAIRMAN HYINK: Any further comments?

DEAN SHAFFER: This is changing the topic.

CHAIRMAN HYINK: All right, just a moment. Are there any other comments on this particular subject of married students' housing?

DEAN SHAFFER: I want to mention three things that we

have problems on and no answers. Maybe this group will help answer them.

In the first place, I want to point out, at our institution almost seven years elapsed between the time we decided to build a hall and final occupancy. Is that too long? I don't know. (Laughter) Okay. All I can say is that personnel people can be caught with their pants down as well as other people.

Just this spring -- Riker talked about these educational advantages of this type of living. We thought we would experiment with various programs. We found that a new hall we are occupying this fall does not have the facilities we are looking for.

Number one, we are experimenting with a plan of using retired professors to come in and eat lunch with a small group of students in his field and talk about any topic he wanted to. That calls for some sort of a dining room facility, or offshoot, or cubbyhole whereby you can go through the cafeteria line and sit down and talk with this outstanding professor. None of our halls had such a facility, including the new ones.

Secondly, we tried to arrange for seminars whereby students, if they want to get together and talk, watch the McCarthy hearings, or talk about it, they could do so without taking the regular lounge facilities. None of our halls provide that plan.

Thirdly, it is actually a projection of what our educational program is. The member is not here today, but one of the members of our group asked me if I could prove that any of this expenditure is worth a penny educationally. If you look at our research, once you get out of the social and personal living, to show that group living contributes to this program, you will see that it is six years from now when we can make that provision.

CHAIRMAN HYINK: Thanks, Bob. Anyone wish to make a comment on that?

MR. MORRILL: In connection with that I would say it would be well if you could crystallize your ideas on just what your educational program is and what it consists of, because the facilities that are needed for that educational program will have to be provided by the architect who plans the building, and unless he knows that he cannot do it.

DEAN SHAFFER: I agree with that, but we do not know.

CHAIRMAN HYINK: It is our job.

DEAN SHAFFER: Yes.

MR. TAYLOR: I think what Mr. Turner was talking about may be the answer. It is the same idea we put forth in other types of buildings. If you cannot make up your mind what the ideal nursing unit is in a hospital, if you cannot make up your mind what the ideal carrels are in the library, you set up some mock-ups.

If you could leave one wing of a building flexible and put in different types of rooms that you would like to try out, and use them for a while, but have a real controlled condition type of experiment, with the understanding that it is temporary -- and I bet you got your ideas from the Small Homes Council, didn't you? They have experiments of housing there of how a family can live in so many square feet, and they changed that house. They even have the bathtub on casters, and they change that house around every month or so, and this family moves to the Union for three days and comes back to their house and lives for another couple of months. Let's try that with your dormitories, instead of spending one million dollars on an idea. Take one wing, and try experimentally the kind of rooms you think you would like to have.

DEAN OLIVER C. CARMICHAEL, Jr. (Vanderbilt University): In the illustrations used today we were talking about dormitories with double rooms. Are there any dormitories being constructed, other than at Vanderbilt -- because we have single rooms -- are there any dormitories being built based on the principle of single rooms?

MR. MORRILL: Not 100 per cent that I know of. The usual requirement is for 10 per cent single rooms, and the balance in double rooms, which in a group of 35 would leave from three to four single rooms, and the rest in double. That is the usual requirement.

CHAIRMAN HYINK: Any further questions from the floor?

DEAN JOHN F. QUINN (University of Rhode Island): I would like to ask what experience the group, or either of these gentlemen, has had in developing and using the roof for recreation areas in cases where you have a flat topped building?

We have a very large concrete slab construction, Mr. Taylor, with large roof areas, and I have been trying for three years now to get the fenced roof recreation facility, and have

not gotten it, but the architect has accepted it for a projected building upon which construction will start in September.

Who has a large flat roofed building with fenced in recreation area on the roof? Some of the public schools have them.

CHAIRMAN HYINK: Are you asking the question of anyone?

DEAN QUINN: I am asking that of anyone else.

MR. MORRILL: Three that I know of. Michigan, on their Shaw dormitory, above the large dining hall for 1,000, has a roof deck which is used for recreation and sun bathing. That is the men's dormitory. Indiana, on the roofs of their new men's quadrangle type dormitory, has a quarry tiled roof area for recreation and sun bathing. And the ones under construction, plans of which are shown there, have partial flat roof decks for sun bathing. We did not employ either the concrete, as at Michigan, or the quarry tile as at Indiana. We simply roofed the buildings with the usual composition tar and gravel roofing, and then provided duck boards -- that is like a wharf that goes out in the water -- duck boards for the purposes of sun bathing.

CHAIRMAN HYINK: Our time is up. Before we conclude this part of the program, I certainly want to thank, for all of us, Mr. Taylor and Mr. Morrill for their contributions and a stimulating afternoon.

Are there any announcements? Fred, maybe I had better turn this over to you now.

... Convention announcements ...

SECRETARY TURNER: Bernie, I would like to call the attention of the group to a book which is called "Halls of Residence," which I recently read at the request of a magazine editor for review, and it is an interesting little book for several reasons. When you get to reading it, you will discover that the use of the language is quite interesting. For example, the man who writes it says, "I am told that in the United States that in dormitories they often buy an entire carcass and dismember it and place it in freezers to feed their students."

It is written by H. W. Turner of the New Zealand Council of Educational Research, Southern Cross Building, Wellington, New Zealand. It is a topnotch book on halls of residence. He is talking mostly about small halls, but I cannot

think of a single thing that applies to American residence hall construction that is not in this book. The name of it again is "Halls of Residence," and it is by a man named H. W. Turner, New Zealand Council for Educational Research, Southern Cross Building, Wellington, New Zealand, and it is a good book.

CHAIRMAN HYINK: Thanks.

DEAN BALDWIN: Mr. Taylor and I have been talking about the possibility of collaborating on a new supplement to this book mentioned a while ago. If you remember, about three or four years ago we sent out quite a few questionnaires, about 167 places, and we used a lot of our material in this booklet.

It is a question as to whether the group would be willing to go along with some brief questionnaire so we could get some of these topics altogether in one place and hand them out to you at some later date. The question is, are you interested in it or are you not? We are perfectly willing to put some time in on it, if you are interested in it.

CHAIRMAN HYINK: Do you want to raise that question now? Maybe we can do that in our smaller groups. Could we do that, or do you want to do it now?

SECRETARY TURNER: Bring it up in the resolutions, and get it through resolution.

CHAIRMAN HYINK: All right. We will do it through resolutions.

This meeting is now adjourned.

... The Conference recessed at four o'clock ...

MONDAY EVENING SESSION

May 3, 1954

The Conference reconvened at eight o'clock, President Strozier presiding.

PRESIDENT STROZIER: I doubt very seriously that there are many national groups in the United States that could produce an impromptu Hula dancer, an impromptu piano player like Fred Turner, and voices like Don Mallett's and Jim McLeod's, and so on. It is quite a little diversion from the more serious parts of our program, and puts everybody in good humor to go on with the good work.

We have had two good sessions today, and we have another one scheduled for this evening. This evening we are hearing the rest of the reports of the various committees and commissions and we have a very distinguished group on the stage. I believe Paul Eaton has not come up, and at least a couple of the people have not taken their places on the platform, but I am sure that they will.

The first report is on the Report of the Joint Committee on Student Discipline, Principles and Procedures, by the man who has the most fascinating title in our organization, Junior Dean Guthrie. I always expect him to come up looking like Little Lord Fauntleroy. (Laughter)

I was a little shocked the other day when Fred Turner reported on the people who were here 15 years ago and are here today, and those people had receding hairlines, gray hair, and so on, and the Junior Dean was also here 15 years ago. He is also the father of three sons and one daughter, but he is bearing up very well.

Bill has been doing a good job and we are very glad to hear from his Commission this evening.

JUNIOR DEAN WILLIAM S. GUTHRIE (Chairman, Joint Committee on Student Discipline, Principles and Procedures; Ohio State University): Mr. President and Members of NASPA: I am sure there is some appropriate retort that I can make, which I shall not state publicly here.

A year ago the committee which preceded this present committee brought in a report which was adopted by NASPA at the time. The same kind of report was presented to three other national organizations, NADW, AACRACO (the Registrar's group to

you) and the ACPA. The report at that time was a guide to good practices in record keeping with respect to discipline actions taken.

I might say, just in passing, that the full report of that committee appeared in the proceedings of several national organizations, and has since been issued as a part of the registrar's handbook of policies and procedures. So, in addition to the fact that you have a record of this last year's report of a year ago in your own proceedings from NASPA, it is probably on your campus also in ACPA, in NADW and in AACRACO in proceedings, and in this handbook of the registrars. Just in case those are not sources that are sufficient to your purposes, I have also brought along a few copies of the mimeographed report of a year ago, so if you are interested in that, this is available also. So much in a preliminary way.

It was the original exploration in this area of record keeping which led, I think, to the further study of discipline problems, more particularly to policies and procedures. I think in a way this committee this year had its origin in last year's committee, which found so many questions outside the area of record keeping itself, and in the more general areas of policies and procedures in connection with discipline problems.

So it was appropriate, I suppose, for your president to appoint a committee in NASPA this year, which was composed of Dean Helser of Iowa State, Dean Carl Knox of Miami University, Dean Marc Jack Smith, University of Redlands, Director Lysle Croft, University of Kentucky, and Father Joseph Rock of Georgetown University, with me as a followup committee, in a sense, on that original committee of a year ago.

Since the record keeping feature was not involved in this year's consideration, the registrars did not have a carry-over committee, but NADW carried over a committee with Miss Isabel J. Peard, Director of Student Deans at Cornell University, from the office of the Dean of Men and Dean of Women there, as its NADW committee chairman, and with a group of people here.

Similarly there was an ACPA committee, and again the group of ACPA members, who belonged to the committee, but chaired by Walter Jewell of the Department of Psychology now at the University of Minnesota.

Procedurally we kept in touch with each other as is usual by correspondence, some frequent and some infrequent. There was a single 2-day meeting of the three chairmen from the three national organizations, in which also Dean Carl Knox from

Miami University, Dean Mylin Ross from Ohio State, and Dean Christine Conaway, Dean of Women at Ohio State, since that was the host institution for the meeting, and they all participated in this draft report which is in your hands today.

I want to say that this is in every sense a first draft and a tentative report. I was sure it was that when we appeared here at our first committee meeting this week, and after three committee meetings in which our committee itself has made some rather major changes in this tentative form of the report, I am more than ever convinced and I am more sure than ever that it came here as a draft, a tentative report. This makes it a little difficult for me to present the committee's report, therefore, since what you have in your hands is not the committee's present best judgment in the form that you have it. Let me call it a framework around which the committee hopes to build a second draft of the report.

In fact, procedurally, I think this is happening: This kind of a report has been made to ACPA and to NADW in their recent national meetings. They, as we are doing here, are presenting this first tentative form and gathering ideas from their respective committees and from the members of their conventions and then in turn we hope to have three revisions of this draft report which the three chairmen will attempt to put together into a form which will later be presented.

I hope I have not lost you along the way on procedure in that description. The point is, this is a tentative form that you have, and I would like, in summarizing it here, to try to give you the sense of the report so that you will know the form in which your present NASPA committee considers this report now to take.

I would like to begin now by reading a new statement of the preamble, which is the first two paragraphs on the front page. The copies you have are for reference only, and since the changes are by and large in wording, and it will be a little hard for you to follow it on your copy, maybe it would be just as well if I would read the revised form:

"Student discipline concerns those educative experiences and processes which help a student to achieve the internalized controls and respectfully to observe the externalized controls essential for mature living. Since colleges and universities are educational institutions, there, above all, policies and procedures should be based on sound educational approaches. This approach includes a constant recognition of the student's individual worth and dignity and his role in society where he lives,

acts and is moderated by the exigencies and the rights of others. This statement of policies presumes that since the whole campus atmosphere contributes to the educative process, discipline is properly the concern of the student body, the faculty, the personnel officers and the administration. The university's first obligation is to provide a positive and preventive program of experiences in a climate encouraging desirable behavior. Where this proves ineffectual, the institution has an obligation to re-educate the student and to take other corrective or punitive action where necessary, ever cognizant that the welfare of the individual and of the academic society are equally to be afforded protection. It is a further obligation of the institution to re-evaluate periodically, and particularly in the light of discipline situations as they arise, its preventative program, its policies and its procedures for handling disciplinary action."

In the next section then, I think there was an attempt to state something about the laws, the regulations, the framework within which the boundaries are set for desirable action. So in the next to last paragraph it reads:

"Disciplinary problems arise from undesirable behavior which fails to conform to prevailing law, regulations, custom or standards. These fall into the following categories:"

The revised form reads in this way:

"1. The individual student's pre-developed values and attitudes.

"2. The mores, the acceptances which affect ways and customs of student life and have their origin in religious, national, regional, local and campus culture (violation of campus honor code is an illustration).

"3. Regulations which are determined by the university charter, regents or trustees, faculty, or students which apply only to the university community (falsification of college records, failure to live in approved residences are illustrations).

"4. National, state and local laws which are outside the control of university personnel but are nevertheless applicable to all members of the university community (failure to register for the draft or to pay taxes are illustrations).

"5. Divine commandments or natural law principles as dictated by the individual's conscience (theft, murder, unnatural sex behavior are illustrations).

On the second page is a statement that: "A given problem may fall into more than one of these categories. For example, drinking may involve a state law, a university rule and/or immoral behavior. Or an erratic behavior problem may fall outside of these categories." And the report is built in such a way that we tend to include a classification of types of behavior, and a footnote reference is made to two sources of such classifications and the committee will have some such classification lifted either from one of these sources, or developed for the purpose, so that there will be some helpful way to sort of find a list which will attempt to classify these types of behavior.

From here the report, in the middle of page 2, goes into the procedural aspects. First there is a section on the educative-preventive approach, with a preliminary statement that says: "The approaches to disciplinary problems on a given campus then may be placed in two classifications: the educative-preventive approach and, when this breaks down, the re-educative-action approach." Again this framework is to be developed, but there is a point that at the time of admission, in connection with high school and college transition, there is a place for gathering information about a student, for giving information about him, determination of admission for those with prior disciplinary records. There is a collection of records at that point. Orientation has its point in this preventive program, and a framework again for the development of that point.

Again in the preventive program, an adequate program of student participation, personnel services and facilities, and a re-grouping of this outline which appears here will give the committee a further study.

Last in this group is a point on the "all-campus approach to standards," whereby students, faculty and staff and administration have a part of the responsibility in it.

At the bottom of page 3 is a further statement about the re-educative action approach, and I would like to read the revised statement which comes at Arabic numeral 2, if you are following the outline:

"The re-educative action approach entails the presentation of adequate motivation to stimulate ideals and intellectual perception of human dignity, and to encourage the student's desire and performance of voluntary commendable actions which by repetition will become sound moral habits. The student's willingness to accept responsibility for his actions should be encouraged, the results of past conduct pointed up, and an awareness of the consequences of his behavior emphasized. He should

strive for a deeper insight into the interaction of himself and his environment and work toward better choices through self-imposed and socially imposed standards.

"The re-educative action approach neither drops the student back into the campus unchanged nor dismisses him summarily and without due consideration to rid the campus of his influence. It occasionally works with full knowledge of the parents of the student during the re-education period but re-learning may also take place without the parents' involvement in the less serious cases.

"This approach relies heavily upon the adequate use of counseling services, psychological consultants and upon arrangements for psychiatric referral for more aggravated cases.

"It also depends upon a reasonably defined process for the handling of individual cases."

And here the framework proposes to include points in the educational process for handling discipline cases, probably the type of thing that is in Foley's material. For example:

1. Channel cases through one common person, not different ones with different procedures.
2. Establish the validity of the complaint.
3. Collect data about the student.
4. Interview the student:
 - Cite the complaint.
 - Ask for information.
 - Tell student his rights.
5. Assess chances for rehabilitation.
6. Report case to committee.
7. Arrive at a judgment.
8. Inform the student.
9. Keep a full record.

"To supplement re-education and even as a part of the process itself, penalties and sanctions may be used. But penalties divorced from proper motivation would be meaningless. The complete understanding on the part of the student of the action

taken and the reason for it, are essential. In the imposition of penalties, the spirit of objectivity, equity and fairness, consistency, firmness and kindness should be manifested by the one imposing and manifest to the one receiving a penalty.

"Effective corrective actions may be typed as those affecting a student's liberty or his possessions (his money, his time, or his reputation). They may also be classified according to relative intensity or severity, ranging from warnings and reprimands through restrictions and social ostracizations, money fines to suspension and dismissal."

Here again a more complete catalogue of such corrective actions is intended to be developed.

On page 4 some suggestions are made for further consideration, the use of a bibliography, the initiation of some studies and surveys; some specific proposals are considered there, not for official consideration at this time, however, but in the committee's thinking, in its preliminary stage, both for student appraisal of standards and for faculty and administration appraisal of standards.

There is a reference to the possibility of a clearing house, the type of thing which Fred Turner did so well in summarizing the campus raids material; and a possibility of a handbook or some ultimately printed form of the brochure or pamphlet material that may develop from a further study in this area.

The bibliography, I think, can be helpful. There are some omissions there which I will not attempt to fill in. There will be some references to past programs of NASPA as shown in the proceedings of the organization. Some of the landmarks, I think, are the contributions of Dean Vic Moore in the 1946 meeting; one that former President Vic Spathelf and others took part in in 1948, and one that Dean Scott Goodnight took part in in 1950, that occurred to us offhand.

I am not sure that this is an adequate way of presenting a tentative and brief progress report of your committee. It is certainly an attempt to say that this was not a report which we wanted hastily to put together, and I think the fact that it has gone through several forms now, and is in the process of going through another revision, will in the long run be very helpful to us.

So I am sure the committee wishes me to say at this point that, being a progress report, any contributions which you individually would like to make, either in suggesting new things

that could be said, areas that could be clarified, points of view that need elaboration, this would be an appropriate time, as you study this report in its first form, or as you look over the proceedings, which will have the committee's revised form of this report, when you receive it very shortly after the usual efficient method of handling the proceedings, so that if in the course of that perusal of the material you have suggestions to make, assuming that the executive committee may carry on some committee in this general area another year, why that committee I am sure would like to have your points of view.

If there is time for discussion at this point, I am sure our present committee will listen very carefully to find what opinions you may have to express.

... Following is the revised report as submitted by the Joint Committee on Student Discipline Policies and Procedures:

STUDENT DISCIPLINE POLICIES AND PROCEDURES

(NASPA Committee's revision of the Joint Committee's first draft form, as presented to NASPA's Convention, May 3, 1954.)

Student discipline concerns those educative experiences and processes which help a student to achieve the internationalized controls and respectfully to observe the externalized controls essential for mature living. Since colleges and universities are educational institutions, there, above all, policies and procedures should be based on sound educational approaches. This approach includes a constant recognition of the student's individual worth and dignity and his role in society where he lives, acts and is moderated by the exigencies and the rights of others. This statement of policies presumes that since the whole campus atmosphere contributes to the educative process, discipline is properly the concern of the student body, the faculty, the personnel officers and the administration. The university's first obligation is to provide a positive and preventive program of experiences in a climate encouraging desirable behavior. Where this proves ineffectual, the institution has an obligation to re-educate the student and to take other corrective or punitive action where necessary, ever cognizant that the welfare of the individual and of the academic society are equally to be afforded protection. It is a further obligation of the institution to re-evaluate periodically, and particularly in the light of discipline situations as they arise, its preventative program, its policies and its procedures for handling disciplinary problems.

The constructive program and educative handling of discipline cases are parts of the broader responsibility of

colleges and universities for taking the lead in developing higher values and sounder citizenship.

A. Areas of Consideration.

Freedom and lawlessness are not synonymous, neither are security and laws. One of the bench marks of education is the student's acceptance of the concept that restrictions are inherent in all group living; that sound laws and regulations provide the order and predictability essential to freedom and satisfying achievement. In our campus life, as well as in national civil life, much of the spirit of the law is negated by legalistic circum ention and the emphasis of purely penal legislation. Learning in citizenship as well as in other social groupings involves the student's substituting basic acceptance of responsibility for his behavior, for the idea "All I've done wrong is to get caught."

Disciplinary problems arise from undesirable behavior which fails to conform to prevailing law, regulations, custom or standards. These fall into the following categories:

1. The individual student's pre-developed values and attitudes.
2. The mores, the acceptances which affect ways and customs of student life and have their origin in religious, national, regional, local and campus culture (violation of campus honor code is an illustration).
3. Regulations which are determined by the university charter, regents or trustees, faculty, or students which apply only to the university community (falsification of college records, failure to live in approved residences are illustrations).
4. National, state and local laws which are outside the control of university personnel but are nevertheless applicable to all members of the university community (failure to register for the draft or to pay taxes are illustrations).
5. Divine Commandments or natural law principles as dictated by the individual's conscience (theft, murder, unnatural sex behavior are illustrations).

A given problem may fall into more than one of these categories. For example, drinking may involve a state law, a university rule and/or immoral behavior. Or an erratic behavior problem may fall outside of these categories. A common type of problem met on campuses involves pranks which may range from mild

annoyances (firecrackers) to incidents which may have serious outcomes (campus raids).

Classifications of types of misbehavior at operational levels are included in Williamson and Foley, Counseling and Discipline, and Monroe, Encyclopedia of Educational Research.

(Add classification here.)

B. Procedures - Approaches.

The approaches to disciplinary problems on a given campus then may be placed in two classifications: The educative-preventive approach and, when this breaks down, the re-educative-action approach. Again the welfare of both the individual and the campus are considerations of equal importance.

1. Educative-preventive approaches include:

a. High school-college transition.

1) Admission:

- (a) Gathering of information relative to the student.
- (b) Dispensing of information to student and his family relative to academic and behavioral expectations of the college.
- (c) Determination of admission for those with prior disciplinary records, etc.

2) Orientation:

- (a) Continuing through college and designed to further awareness of college society.
- (b) Development of responsibility as member of college society by participation both as individuals and as groups.
- (c) Further information made available as to mores, customs, religious beliefs, traditions, and written guides to conduct and their reasons.

b. Adequate program of student participation, personnel services, and facilities.

1) Activities -- religious, cultural, recreational, social, and Student Government.

2) Financial aid and employment, health service, counseling (personal, social, vocational), and help with remedial skills.

- 3) Adequate housing, social and recreational facilities.
- c. An all-campus approach to standards.

- 1) Student.
- 2) Faculty: Contributions of academic faculty inside and outside of the classroom.
- 3) Staff and Administration: As personnel people, we must work to build constructive campus relationships between staff, administration, faculty, and students. Democracy requires a climate of reasonableness and confidence to counteract moods of competition, distrust and attack. Students can learn unity through diversity when they see it in practice around them.

As personnel people, we must avoid a tendency to ignore difficult areas by not seeing them and busy ourselves with less vital but more tangible areas. Unless we first give examples of honesty and courage we are limited in our efforts to foster honesty and courage in our students.

2. Re-educative action approach.

The re-educative action approach entails the presentation of adequate motivation to stimulate ideals and intellectual perception of human dignity, and to encourage the student's desire and performance of voluntary commendable actions which by repetition will become sound moral habits. The student's willingness to accept responsibility for his actions should be encouraged, the results of past conduct pointed up, and an awareness of the consequences of his behavior emphasized. He should strive for a deeper insight into the interaction of himself and his environment and work toward better choices through self-imposed and socially imposed standards.

The re-educative action approach neither drops the student back into the campus unchanged nor dismisses him summarily and without due consideration to rid the campus of his influence. It occasionally works with full knowledge of the parents of the student during the re-education period but re-learning may also take place without the parents' involvement in the less serious cases.

This approach relies heavily upon the adequate use of counseling services, psychological consultants and upon arrangements for psychiatric referral for more aggravated cases.

It also depends upon a reasonably defined process for handling of individual cases. (Here the proposal is to include Foley's points in the educational process for handling discipline cases.)

- a. Channel cases through one common person, not different ones with different procedures.
- b. Establish the validity of the complaint.
- c. Collect data about the student.
- d. Interview the student:
 - 1) Cite the complaint.
 - 2) Ask for information.
 - 3) Tell student his rights.
- e. Assess chances for rehabilitation
- f. Report case to committee.
- g. Arrive at judgment.
- h. Inform the student
- i. Keep full record.

Corrective and Punitive Actions.

To supplement re-education and even as a part of the process itself, penalties and sanctions may be used. But penalties divorced from proper motivation would be meaningless. The complete understanding on the part of the student of the action taken and the reason for it, are essential. In the imposition of penalties, the spirit of objectivity, equity and fairness, consistency, firmness and kindness should be manifested by the one imposing and manifest to the one receiving a penalty.

Effective corrective actions may be typed as those affecting a student's liberty or his possessions (his money, time or his reputation). They may also be classified according to relative intensity or severity, ranging from warnings and reprimands through restrictions and social ostracizations, money fines to suspension and dismissal.

(Here a more complete catalogue of such corrective actions is to be added.)

C. Suggestions for further consideration:

1. Bibliography. (See below.)

2. Studies and Surveys.

William, Robin: Cornell Study; Values of College Students.
 Remmers, H. C.: Purdue Study: What Teen Ageders Think.

3. Student Thinking.

Would some of the members of our associations consider tapping the ideas of students, faculty and administration on their campuses (student honoraries, government councils, etc.) as to what they feel are values and standards to be raised on their campus and techniques for reaching the standards as well.

N.S.A. -- Might we ask N.S.A. in their spring regional meetings to include discussion meetings along these lines?

4. Inter-college clearing house for interchange of disciplinary policies, procedures, and administration.

5. Possible handbook (similar to ACE brochure).

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Note: References to NASPA Annual Conference Proceedings to be added.

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PRESIDENT STROZIER: Thank you, Bill. That is a very good interim report.

I do not think we have time for long discussions of all of these reports, but we will be very glad to have any discussions, criticisms, additions from the floor at this time if you would like, to Bill Guthrie and his committee.

DEAN WM. A. YARDLEY (Southeastern La. College): I wonder, Bill, if your committee had considered in this section that deals with the re-educative process the question of a criteria upon which an institution might decide how far it is obligated to go in the re-education process?

DEAN GUTHRIE: Bill Yardley's question is to do with how far an institution, I should say a college, how far the obligation for re-education goes.

I think the committee did study this aspect of the problem, and I feel quite sure they feel there is some limit beyond which an institution may go; or to state a point of view which I think I received in a letter from President Strozier, there are definite limits and some people are beyond re-education, and beyond the limits of the service which the school can provide.

How to state this is quite another thing. I think that the fact that you have raised the question will give us a chance to look again and see what we have said, and what more we might say.

Does that come close?

DEAN YARDLEY: Yes. I would like to further state that the reason I raised the question was because in the two meetings we have had in the past two nights in the group which I attended, that seemed to be one of the basic issues that reoccurred in the discussion. One conclusion was that it is a fine line in each individual case that you have to walk to determine how far a Dean of Men will be able to go from the time point of view in working with an individual.

It seemed to me that it was a relevant question, and at first glance at the report it seemed like possibly it was the appropriate place to deal with it.

DEAN GUTHRIE: Well I am quite sure the committee started with the feeling that the fact that you admit a student gives you some obligation to provide the services which will assist him. Then, on the other hand, you have a quite definite limit to the services, the time, the energies, the professional services that you can provide. It may be that we need to sharpen up that definition in line with your question.

PRESIDENT STROZIER: Are there other questions or comments? If not then we will go on to the second report of the evening, and that is the report of the Committee on National

Conference on College Fraternities and Societies. The chairman of that committee is Bob Bishop, whom we always associate with Omicron Delta Kappa. He seems to represent it, the whole society. But he has been representative in dealing with this much broader question. Bob Bishop.

DEAN ROBERT W. BISHOP (Chairman, Committee on National Conference on College Fraternities and Societies; University of Cincinnati): Mr. President and Gentlemen: In presenting the report last year at our East Lansing meeting, your committee briefly reviewed the history, purposes and functions of the National Conference on College Fraternities and societies, and the role that NASPA plays as one of the seven affiliated and sponsoring groups. For your reference, this report is carried in the proceedings of the 35th Anniversary Conference held at Michigan State College last April 6 to 8, pages 218-223.

The annual meeting of the NCCFS held in Taunton, Massachusetts, May 9, 1953, was a good one in the judgment of your representatives, Dean Mylin H. Ross of Ohio State University, Assistant Dean Arthur H. Kiendl of Dartmouth College, and Dean Robert W. Bishop of the University of Cincinnati. The meeting was attended by all official representatives of member groups and by a number of invited guests.

Informative and stimulating reports from member groups and round table discussion of vital and timely topics, such as Trends in Student Life, College and University Policies and Regulations Relating to Fraternities and Societies, Standards and Methods of Membership Selection, The College Enrollment Outlook for 1953-54, and Developments in the National Student Association, proved exceedingly helpful to all in attendance. Minutes and summary reports of the meeting were submitted to President Strozier and Secretary-Treasurer Turner of our Association and have been printed in a number of educational and fraternal magazines.

Perhaps one of the most misunderstood and disturbing problems discussed at the NCCFS meeting was the recommendation addressed to the Executive Committees of the National Association of Deans of Women, American College Personnel Association and National Association of Student Personnel Administrators by the Liaison Committee of NSA, the personnel of which was composed of representatives of all four organizations proposing the establishment of a joint commission to make a detailed survey and study of all student organizations respecting their purposes, membership requirements and other data, and the approval by NASPA of a recommendation concerning the appointment of this commission to ascertain the vital facts of student organizations, such as financial

facts, stated purposes, membership requirements, modus operandi and legal status. (Page 227, Proceedings, 35th Anniversary Conference.)

In discussing this subject your representatives stated that it was their understanding, having been present at NASPA discussions of the recommendations, that the five-point statement was not pointed to college fraternities and honor societies, but rather to various student groups affiliated or associated with national or regional bodies which were looked upon with some question as to their real purposes and activities, either from lack of factual information or because of their nature and character. We also stated that this matter was referred to the Executive Committee of NASPA for implementation.

Reference to the minutes of our 35th Anniversary Conference subsequent to the NCCFS meeting showed that your representatives were correct, certainly in the last statement, and perhaps in their first statement. The minutes show that there was no clear-cut answer given by the chairman of NASPA's Liaison Committee with NSA to the question raised from the floor during the discussion as to whether the five-point statement was to be interpreted to include social fraternities.

In view of some uncertainty and the widespread misunderstanding which have arisen among the social and professional fraternities with reference to the recommendation, your representatives to NCCFS respectfully request clarification of this question and the Association's instructions relative to their participation in further discussion at the forthcoming meeting of NCCFS. In this connection it should be stated that the NCCFS would like clarification of this matter, and if the recommendation is to be implemented by the Executive Committee of NASPA it would like to be consulted and offer its cooperation.

During the current year the NCCFS has published and distributed to college administrators and fraternity and society officers and advisers a new edition of its booklet of information. Some work has been done by conference committees on financing new fraternity houses through cooperation of colleges and universities, Ways and Means Honor Societies are helping in Financial Problems of Colleges and Universities, Trends in Orientation Programs, and Student Participation in College and University Administration.

The program for the NCCFS meeting to be held on May 8 and 9, 1954, in Providence and Attleboro, will center around these topics and studies as well as the reports of member groups. NASPA will be represented at this meeting by Dean William A. Medesy of

the University of New Hampshire, Dean John F. McKenzie of Boston University, and Dean Robert W. Bishop of the University of Cincinnati, in accordance with their appointment by President Strozier and the Executive Committee of the Association.

Thank you.

PRESIDENT STROZIER: Thank you very much, Bob. I am not sure that this group can answer your question. I think it probably rests with the new Executive Committee that will be appointed and elected tomorrow.

Are there questions or comments from the floor on Bob Bishop's report? No problem about fraternities, that is good.

Next is the report of the Project of Study of Combined Data on Admissions and First Year Performance in Technical and Engineering Institutions, by Dean Paul C. Eaton of the California Institute of Technology. Dr. Eaton.

DEAN PAUL C. EATON (California Institute of Technology; Report of Project of Study of Combined Data on Admissions and First Year Performance in Technical and Engineering Institutions): Gentlemen: This is a report of an organization which has no legitimacy within their major organization. This is representing what used to be called Technical Institutions, within the old framework of NADAM.

At Williamsburg in 1950 some of the representatives from places of that kind got together and thought in order to justify their continued attendance at meetings like this they ought to have something to do. At Colorado Springs in 1952, following the, to us, very inspiring session with Dean-Psychiatrist teams -- the Wedge-Strozier team, the Farnsworth-Bowditch team -- we thought we had something to do, and what that was perhaps was to utilize within our own offices the people associated with us in deans' offices on some kind of collection, study and eventual evaluation of statistical data, particularly those data referring to admissions.

So at East Lansing we agreed to embark on a sort of pilot study in which six member institutions of NASPA working together would endeavor to secure the cooperation of the college entrance examination board and find out if we could just what the validity of the various college board tests, which we require for entrance, was in terms of first year performance.

Then perhaps, if we got something meaningful out of that we could use these data and add more to them and maybe eventually

get a body of statistical fact which would give us a degree of surety on predicting what a fellow who did on the entrance examinations certain things might be expected to do in the first year and also what his predictable success was in the rest of the curriculum in engineering and science.

So, since the East Lansing meeting, these six institutions, M.I.T., Cooper Union, Cal Tech (all of which have required college board examinations for entrance), and the Colorado School of Mines, Case, and the Rensselaer Polytechnic Institute (which latter three volunteered to give to their already admitted Freshmen in September this examination) could find out about what the predictability might be.

We did then, thanks very much to the College Board, thanks very much to Mr. Richard Pearson of Educational Testing Service, who is here with us at this meeting -- we got everybody, every freshman in these six institutions to have taken either as a candidate for admission or as an admitted freshman, the required battery of five tests: the two aptitude tests, in the verbal aptitude and mathematical aptitude, and in advanced math, physics and chemistry. We have had the scores in these five tests for each of the freshmen in each of these six colleges.

We are now engaged -- and I use the word "we" in somewhat a legal sense, because the Deans immediately saw this was too hot for them to handle, and each dean of the participating colleges has brought with him an associate, trained professionally in the matter of testing evaluation, guidance and that kind of thing, and these are the gentlemen now doing the real work, while the deans have moved into the comfortable back seats of the conference rooms.

The material is all there and by the end of this year we will have the performance data in terms of the actual required courses in the first year in these six engineering and scientific institutions.

In the original data these professional people have worked out through a series of regression equations, which they have names for, a kind of predicted grade point average for each man: This is what he ought to do if his motivation holds up, if his intelligence holds up, if he can still talk and write and think. This is what he ought to do at the end of the Freshmen year. This has all been worked out.

Now what we have put together is what he actually does do, and this will complete the first stage of this pilot study by

six institutions on this project. We hope to go on from there with this same group. Three other similar institutions have indicated their interest in coming into the thing for the further accumulation of data beginning with the examinations which have been given and will be given this year.

Now that the stockpile of information is accumulating, maybe we can come out eventually with not only a good body of real fact to which we can refer for purposes of counseling the individual student in the individual institutions, we can come out with something pretty definite there, I think. We hope that we can prove that his performance in college is more or less predictable, and in this way we will perhaps be able to reduce attrition rates in this now pretty tight educational field. Maybe eventually, as the picture gets more and more complete, we will have a body of fact from which we may be able to do more generally important conclusions as to motivation, adjustment, and things of that sort.

This is not a straight NASPA show. It is informal within NASPA. We have appreciated very much the cooperation of this organization in enabling us to go as far as we have. We hope to stay with you and go farther. Thank you.

PRESIDENT STROZIER: I wonder if there are questions from the floor or suggestions for Paul Eaton?

If not, then we will pass on to the report of Commission No. 1, which is the one on Professional Relationships, with Arno Haack of Washington University as the chairman. I think you know that Mr. Jacobs last night touched on this area a little bit, and the Commission met with President Jacobs last night after his appearance here. They have worked very hard. Arnie.

DEAN ARNO J. HAACK (Chairman, Commission No. I, Professional Relationships; Washington University): Thank you, Bob. Members of NASPA: I have come to one conclusion these last two days, and that is that no one who intends to attend a convention should be chairman of a Commission. What with the meeting with President Jacobs, which was very profitable, and trying to draw together the skein of unfinished business out of a year of attempt and struggle with this problem, the members of my Commission and others who were good enough to work with us, have been in session pretty constantly since we hit the Roanoke Hotel.

The members of our Commission are of course listed on your program: Dean Ted Biddle of Pittsburgh, Dr. Broward Culpepper of Florida State Board of Control, Dean Clarence Deakins

of Illinois Institute of Technology, Dean John Gwinn of Beloit College, and Dean Bud Rea of the University of Michigan. We did not stick to that list because we recruited rather generously for our membership for our meeting here, and our thanks go particularly to Wes Lloyd, to Don DuShane, to Bob Shaffer and others for sitting in and helping in the pulling together of this thing. That goes also for President Strozier who got in with us last night, particularly for the session with Dr. Jacobs.

By way of a very general preamble, I might say that during the year, by way of attempting to catch hold of some of this very complex question of relationships to the many, many organizations that we are presumed to be related to by the intent of this study, we had contact with quite a number of key people in a number of the agencies. We had, I think, particularly enthusiastic support for the thing that we were undertaking from what we will later be calling the top level, or the general administrative bodies, like the American Council and the Division of Higher Education of NEA.

It was very difficult, however, to come to any conclusions until our group actually got together here after arrival at Roanoke. We have come to this general set of conclusions that I will report briefly on tonight, that will have, as you will see, certain fairly far-reaching implications.

REPORT OF COMMISSON I

Professional Relationship

The role of Commission I has been the continuing study of the problem of developing effective relationships between the functions of Student Personnel Administration as represented by N.A.S.P.A. and the functions of the many other agencies and organizations in the field of higher education.

A general pattern for such relationships was implicit in the functional outline developed in earlier reports. This outline suggested four levels of approach:

1. To the agencies representing general college and University administration such as the American Council on Education, The Division of Higher Education of the N.E.A., and the U.S. Department of Education.
2. To the agencies representing other major areas of educational and administrative concern generally parallel to the function of Student Personnel Administration. In this area are the

organizations of the academic deans and the business officers.

3. The large number of agencies concerned with specific functions within the Student personnel field, i.e. generally the "specialist" organizations, A.C.P.A., P.G.A., N.V.G.A., etc.

The following conclusions reached by the commission regarding relationships to those four basic areas will be helpful as a background for certain specific recommendations:

1. The commission feels that the basic problem behind all these considerations is the lack of understanding and agreement as to the scope and function of Student personnel administration.
2. A realistic of facing this fact suggests that the problem of relationship concentrates primarily with the organizations at the general administrative level and calls for:
 - a. The development of working relationships between NASPA and the organization at the general administrative level and
 - b. A review of our NASPA organization and program to assure the type of development which may provide the most effective base for such developing relationships.
3. From the perspective of general administration, student personnel administration must be integrally related to the basic academic concern and programs of our institutions. Since this is basic to the philosophy of personnel administration itself, effective contacts and working relationships with the academic bodies such as the Academic deans in Group II is of the greatest importance. It is the judgment of the Commission that such relationships can best be developed through the primary contacts with the general Administrative bodies in group I and specific suggestions toward the end will be made in the Commission recommendations.
4. The commission feels that relations to the many organizations in the third group, the "specialist agencies" such as A.C.P.A. etc. will not be basically altered until greater clarity as to the scope and functions of Student Personnel Administration develops along the lines indicated above. The commission therefore recommends that present lines of contact and communication be continued except as specific procedures later to be recommended begin to affect them.
5. N.A.S.P.A.'s relationship to the National student organizations in group IV, such as the N.S.A., N.I.C., etc. is sufficiently

clear to require no specific recommendation as to structure. The growing emphasis on the need for further implementing student representation in university policy and program planning, as a common concern of our program and theirs, suggests an intensification of our cooperative work in this area.

The commission in the light of this general analysis is grouping its specific recommendations under two major headings:

- a. Next steps in developing relationships with the general administrative bodies (American Council, etc.)
 - b. Recommendations for N.A.S.P.A. organization and program.
- A. Recommendations with regard to relations with the general administrative bodies:
- 1. That N.A.S.P.A. indicate its wholehearted acceptance of the invitation from the American Council Commission on Student Personnel to cooperate with the commission's work to the greatest possible extent. That we stand ready to cooperate in the gathering of information, supplying selected individuals or committees for work as indicated.
 - 2. That N.A.S.P.A. seek the recognition of the interdependence of the academic and the student personnel programs and propose that the American Council Committee on Student Personnel seek the cooperation of the academic bodies in giving specific attention to this problem. That N.A.S.P.A. stand ready to supply leadership for such joint discussion as may be developed.
 - 3. That active contact be maintained with leaders of other agencies in the general administrative field in addition to contacts with the American Council as indicated above. That these be directed toward gaining more effective attention to the shared concerns in Student Personnel Administration.
 - 4. Since relationship to general educational administration involves both contact with the national agencies and understandings on the local campuses, the commission feels that N.A.S.P.A. has a responsibility for direct contact with college presidents. The following specific recommendations are made:
 - a. That the Executive Committee prepare and circulate to

college presidents a review of N.A.S.P.A.'s organizational developments to date. That we specifically point out that in the interest of better serving the function of student personnel administration, our institutional membership pattern will be most effective if representatives to N.A.S.P.A. (as provided by our constitution) are from each campus the person carrying primary responsibility for student personnel administration.

- b. That a special report of our annual meetings be prepared in condensed form for careful study by college presidents and that it be released to them through the institutional representative.

B. Recommendations with regard to the development of N.A.S.P.A. program.

The commission feels that the strategy of developing relationships with the administrative levels considered above calls for an intensive effort on the part of N.A.S.P.A. to broaden and intensify its own program. In addition to the program already developed the following specific recommendations are made:

1. The commission feels that there is need for more extensive writing and publication of materials in the Student Personnel Administration field. It recommends that special committee be appointed to expedite such development.
2. There is great need for more leadership in the cooperative solution of specific problems. This was illustrated by the joint work with the Registrars in the matter of discipline. The commission recommends that at least one such area known to be of national concern and needing national approach be undertaken by N.A.S.P.A. The handling of undergraduate scholarships is suggested for such attention.
3. It is recommended that we offer our full cooperation to the American Council Committee on Student Personnel in connection with their proposed evaluation of college fraternities, and that we set up such organization as may expedite this cooperation.
4. That we bring to the fore in our programming for directional consideration selected areas known to be of critical concern on local campuses. The following areas are suggested for such consideration:

The administration of foreign student programs and services.

Administrative relationships of student Union programs.

Student participation in university administration.

Our stake in planning adequate and effective student housing programs.

5. Both the clarifying of understandings at the national level and the strengthening of N.A.S.P.A. program require the growing effectiveness of our relationships on the local campus. This is particularly true of such areas as the effective relationships with academic personnel, with student leadership and with the professional people working in the personnel area.

The commission therefore recommends that N.A.S.P.A. urge its members to intensify their local cooperative efforts and to accept responsibility wherever possible for leadership on the campus and in such state or regional areas as may be strategic.

That, Mr. Chairman, is our report.

PRESIDENT STROZIER: A very good one I may say. I think there is outlined in this report a great deal of work for a group of people in the coming year. I am particularly interested in the proposal that was made by President Jacobs last night, and reflected in this report, concerning the relationships with the presidents of institutions. He said, for example, that he is the president of an institution and had received the big book with the proceedings of the conference in Colorado Springs, in view of the fact that he himself had given a paper at that time. He said, that as a president he naturally would not read all of the proceedings which we ourselves would be very much interested in, but that he thought there should be some short, concise statement about what we are doing, what we are accomplishing, what we hope to accomplish, that would be sent to not only the presidents of member institutions, but to other presidents.

Of course, that is a field that we have recognized that has been neglected too long probably by N.A.S.P.A. We need a strengthening of these relationships.

I take out this single point as one that I think is of great importance, and one that I hope we will assume. I hope that the new executive committee and the members of the Association will take to heart these recommendations, all of which I

think are good.

I wonder if there are comments or suggestions on Arnie's report from anybody in the audience?

SECRETARY TURNER: I think this is a matter that might require formal action. I would like to move adoption of this report, and then when seconded it would be open for further action.

DEAN J. KENNETH LITTLE (University of Wisconsin): I second the motion.

PRESIDENT STROZIER: Is there any discussion? If not, all those in favor make it known by saying "aye." Opposed. It is adopted without dissent. Good. Any discussion now, or any suggestions on the report of the Commission?

DEAN SHAFFER: President Strozier, I would like to point out and make sure that we all understand that this is not said in any way to imply that we are staking out an area as if we are jealous of our area and to keep other groups from encroaching upon us, but it is merely because all of the personnel groups have exemplified the antitheses of what they stood for by failing to get together to achieve their common goals and aims.

We should talk to our professional colleagues not in terms of "We have this, and you take what we give you," but we are attempting to strengthen our relationships both at the lateral level and also up and down, and I think it is very important that we see that in the report. Isn't that right, Arnie?

DEAN HAACK: That is correct.

PRESIDENT STROZIER: I think it is an acceptance of responsibility.

DEAN SHAFFER: Exactly.

PRESIDENT STROZIER: Really I interpret it in that fashion. Are there any other comments?

If not, we will pass on then to the report of Commission No. IV, on Programs and Practices Evaluation. Bob Kamm of Drake University was not able to attend this meeting, and he designated Dale Faunce of Iowa as the chairman in his absence from the meeting. We are glad to hear from Dale.

DEAN DALE FAUNCE (University of Iowa; Commission IV, Programs and Practices Evaluation): Mr. President and Members

of NASPA: In giving this report tonight of Commission IV, I am going to practice what we deans preach, but very seldom practice, and that is stand up, speak up and shut up. I do this for two reasons: One is that I am the substitute for Dean Kamm, and the second reason is that last year as a member of a panel we spent many, many hours preparing. We thought that we had given some information out. I returned to the convention this year and find that only one thing got across. We clarified definitely the geographical position and the pronunciation of Dartmouth. (Laughter)

Fearful that this report may go by the board the same way, I want to give you one concrete and helpful thing to remember, and that is a definition of your university or college president that I happened to hear the other day. Your university president is a man that goes around with a worried look on his dean's face. (Laughter)

I received this report from Bob Kamm about six hours before I left to come to this meeting, convention, and after receiving it I called him. I wish to say that I will read in part what he has put together for the Commission with which we are in agreement, and then we will go on and explain the other part.

REPORT OF COMMISSION IV (PROGRAM AND PRACTICES EVALUATION)

In that the members of Commission IV have been unable to meet as a group this year, commission activities have necessarily been handled by mail.

Last year at East Lansing, Commission IV presented an extensive report. Included in the year's work was the preparation of a brochure entitled "Evaluation Aids." Believing that this effort has real merit and utility the present Commission again urges that use be made of these data by student personnel administrators.

The present Commission believes that more comprehensive and systematic studies need to be made in the area of evaluation of student personnel programs. It believes that cooperative efforts by organizations interested in student personnel work, utilizing whatever funds might be secured from interested educational foundations, should be carried out.

Further detail of the report will not be given, for after listening to the views of Dr. Jacobs last evening, those members of the Commission present at this convention, namely, Dean Gardner of Akron, Dean Shumway of Stevens Institute, and

myself, met and unanimously agreed that the results of the Commission's work should be held in abeyance until such a time as a cooperative effort may be worked out with the Commission on Student Personnel of the American Council on Education for a sound and practical study of evaluation techniques for student personnel programs.

Mr. President, representing the members of Commission No. IV, I move the acceptance of this report, and also that the Executive Committee of NASPA be instructed to implement a close working relationship with the Commission on Student Personnel of the American Council on Education, informing that Commission of the work already done by this Association, and of our great professional interest in future developments of evaluation methods and techniques.

PRESIDENT STROZIER: Thank you for stepping in as the chairman pro tempore. He has made a motion. Is there a second?

DEAN HAACK: I second the motion.

PRESIDENT STROZIER: Is there any discussion? If not, all those in favor make it known by saying "aye." Opposed by like sign. The motion is carried. Are there comments or suggestions from the floor?

If not, then we pass on to the last of the Commission reports, No. V, on Relationships with the Field of Social Sciences, by Vice President Frank Piskor, of Syracuse University. Frank.

DEAN FRANK PISKOR (Commission No. V, Relationships with the Field of Social Sciences; Syracuse University): In addition to the members of Commission V listed in your programs, I would like to express my appreciation to officials of the New York State Political Science Association and the Up-State New York Association of Sociologists who have helped in reacting to the various thoughts and proposals of this commission.

Second Report of Commission V RELATIONSHIPS OF THE SOCIAL SCIENCES TO STUDENT PERSONNEL ADMINISTRATION

When it made its first report in the Spring of 1952 (See Proceedings 1952 pp. 168-74) Commission V defined its job as helping to "make the influence of social science materials a more continuing one in student personnel work". In that report we defined our objectives as (a) the identification of materials in

the various areas of the social sciences which appear to be significant for the practitioner in student personnel administration and (b) the development of some scheme for the evaluation of the materials which might aid in the selection of those most pertinent for the problems of student personnel workers.

The timeliness of this concern has been confirmed by developments in the last two or three years. When this Commission first embarked upon its deliberations, Janet Agnes Kelley's College Life and the Mores had just been completed. Since then, the issuance of such studies as Francis E. Falvey's "Student Participation in College Administration" and the study of Straus and Bacon "Drinking in College" indicate the growing interest of social scientists in the student personnel area.

In this report we summarize the further explorations which the Commission has made to define a practical role for itself. We have recognized that the directions outlined in the 1952 effort could involve scholarly efforts far too costly and time-consuming for the members of this Association. We have therefore addressed ourselves to the question of what busy deans can do to help themselves in this important area.

Our main proposal is a simple one; namely, that each member of this Association agree to report a significant social study or studies conducted by social scientists on his campus dealing with campus life or an area having significance for it. This Commission, functioning as a clearing house, could facilitate the editing, summarizing, and reporting of such studies. For the time being, publication could be arranged for in the form of mimeographed supplements to the NASPA Breeze. An annotated bibliography of available materials could be circulated periodically, permitting exchange of studies to take place regardless of the Association's ability to publish.

It is our conviction that most of the schools represented at this conference have significant research going on which has direct value for student personnel work. For example, the publication in a recent issue of The Breeze of a University of Illinois study dealing with the formation, activities, dispersion, and the causes leading to the Panty Raid demonstration, was well received and helpful to many of us.

If this approach were applied to the Cornell situation, Dean Frank Baldwin, a member of this Commission, reports that this year he could contribute a significant study which has been conducted by Cornell's Professor Robin Williams relating to student values.

At Syracuse University, Professor David L. Hatch has for the last two years conducted systematic studies of Syracuse University as a social system. He is gradually building up at our institution a body of knowledge concerned with the internal structure of the University, which should be of interest to all of us. The following topics illustrate his areas of interest.

1. Symbols of social status on the campus
2. Buying and entertainment patterns
3. Behavior patterns of the employed girl
4. The social structure of a fraternity
5. The radio-television group and the campus society
6. The use of leisure time in a selected group
7. The Korean Veteran on the Campus
8. Student attitude and behavior patterns as related to the infirmary.

We are confident that a gold-mine of useful information awaits our attention once this project gets under way.

An alternate suggestion has been made by Dean W. Storrs Lee of Middlebury College. He suggests that interested members of NASPA take the initiative in contacting their social science department chairmen to discuss this whole matter of relationships between the social sciences and student personnel work. He feels that a simple questionnaire developed by the Commission for the guidance of such discussions would result in a pool of useful ideas and give us nation-wide response from social scientists.

In addition to relating pertinent social science materials to the personnel field, such consultations could stimulate administrative relationships between deans and teachers in this field. Political science instructors, for example, can serve as advisers to organizations preparing a new constitution. Economics and business administration departments can supply financial consultants for student activity account keeping. Teachers of administration and citizenship can take up specific student government problems as class projects. All of those relationships, once initiated, would not only help with the dean's problems of administration but develop important "know-how" which should be nationally circulated.

It is our recommendation that this Commission be continued and one or both of these projects initiated immediately.

Thank you.

PRESIDENT STROZIER: Thank you, Frank.

I think this is almost a record that six Deans or Vice-Presidents would have reported in about an hour and ten minutes. It is almost unbelievable that this many reports should have been made so quickly.

I am not sure that your report needs a motion for adoption.

DEAN PISKOR: I do not think so.

PRESIDENT STROZIER: No, I do not think so. We accept it with appreciation for your good work. Are there questions or suggestions to Frank or to members of his committee?

DEAN DUNFORD: I would like to make one suggestion. You may forget this when you get home, but if the Executive Committee or this Commission could develop a form and send it to us sometime maybe during the year, we might be stimulated to look up those social studies and get them in to you. I think they might be helpful.

PRESIDENT STROZIER: Thank you. Are there any other comments or suggestions?

Fred, we certainly must have some announcements.

SECRETARY TURNER: Sure, we always have an announcement.

... Announcements ...

PRESIDENT STROZIER: I think tomorrow morning, with Jim Edwards, Lloyd Cochran and Bill Zerman on the program, and then just about an hour apiece, it is possible that we do need to get started pretty much right on time. I trust that everybody will be present and brighteyed in the morning at nine o'clock.

The meeting is adjourned.

... The Conference recessed at nine-twenty o'clock ...

TUESDAY MORNING SESSION

May 4, 1954

The Conference reconvened at nine-ten o'clock, President Strozier presiding.

PRESIDENT STROZIER: I thought I would tell you how we plan to run this this morning. After Jim Edwards' talk on the N.S.A. the panel will discuss this talk. Then we will take a break and then have the next two talks on the N.I.C. and the Michigan Plan, and then the second discussion, and the discussion there would center about the two talks.

I am glad for us to have a meeting this morning concerned with NSA. It is a matter that has been much discussed by deans and on many campuses. It is a movement that I have watched at very close range since the pre-organization meeting was held. The group was centered on my campus for a year prior to the formal organization of NSA at Madison.

They are young. They have represented young leadership. They have had varying qualities of leadership, I think, in these years. I am sure that several years ago that most of the members of this organization felt that the NSA was pitched at too high-powered a level, that it had too large a budget, that it was not always staying within the bounds which the deans considered were properly the bounds of NSA.

I believe however that the majority has felt that there was a need in the national scene, on the national scene for NSA, for a National Student Organization. I personally have felt since the very beginning that the organization had great possibilities. I feel extremely comforted by the type of leadership that it has at the present time, that it had last year particularly, as well as this year.

Jim Edwards, who is going to talk with us this morning, was the president of the student government at the University of Illinois last year. I am serving at the present time on the Advisory Board of NSA. I have been able to keep in quite close touch with what he and the other officers are doing and I am glad to report that all of the things I know about what they are doing are in my opinion good. I think Jim is sound in the type of leadership he is giving. We are very glad to have you with us, Jim, to talk with us this morning. (Applause)

MR. JAMES M. EDWARDS (President, United States National Student Association): Thank you very much, Dean Strozier.

During the meeting last night, Dean Strozier said we should all come here wide eyed this morning. I assure you the speaker is having great difficulty in this particular problem this morning. But I hope that what I say to you will be intelligible in spite of this.

I want to talk to you rather briefly in the hope that we can therefore have an opportunity for questions and discussion which I think may perhaps in the long run be more valuable than my giving any sort of a presentation here.

I think at the outset that most of us can agree, as Dean Strozier said, that there is a real need for an effective and representative national organization of American students, just as there is a need for a National Association of Student Personnel Administrators, a National Association of Deans of Women, American Association of University Professors, and so on, organizations which allow for the exchange of ideas, discussion of common problems, and in general for the membership to do things together which they could not each do alone. I think there is also a very great need for an organization of this type on the student level. And this is the need which the NSA attempts to fulfill.

I think that the fact that since 1924 there has been a representative student organization of this type, despite great difficulties in communication, in finance and so on, is also evidence of the need for a national organization of students.

You may perhaps recall that in the pre-war years there was a National Student Federation of America, which was in many ways a very successful organization and which numbered among its leadership such eminent people as Edward R. Morrow of C.B.S. Since the war in 1947 the National Student Association has been attempting to fulfill this need.

Now what is it doing, particularly at the present, to fulfill this need?

This year, throughout the country, before now and after now, there will be approximately 40 conferences on a regional level of student leaders sponsored by the NSA and its regional organizations. In addition, this summer we will hold the Fourth Annual National Student Body President's Conference, which will bring together student presidents from all over the country to discuss their mutual problems. There will also be the 7th National Student Congress held at Iowa State, which will bring together up to 800 student leaders for a 9-day period to discuss problems facing students on our campuses today.

I think you will recognize from your experience in NASPA meetings that this face-to-face contact and exchange of ideas is a very important thing and a very successful thing. I think therefore that these meetings and conferences are a very good thing on the student scene in this country.

We have also attempted to put out better and more effective publications and run effective information service for student leaders so that they will be better equipped to face the problems on their campuses.

The Association has also attempted through its publications and meetings to bring students face to face with real problems on a national and international level, problems which they would not face on their own particular campuses. I think this has great value, particularly in the area of training for citizenship and making students aware of the responsibilities facing them beyond the campus as well as on the campus.

The Association has provided a means through which students can express themselves on these issues, and a means through which students can participate on a national level, in national educational organizations, and so on.

The Association is therefore the only student constituent member of the American Council on Education, the only student organization associated with the National Education Association, and holds the only student seat on the U. S. National Commission for UNESCO.

As was pointed out last night, I think there are great opportunities for cooperation among organizations such as NASPA and the NSA, who are working toward common goals, and who can, I think, gain a great deal from cooperating on a national level. I certainly want to assure you that anything leading in this direction, the NSA will very much welcome in regard to relationships with this organization.

We also carry on a travel program this summer. Close to 1,000 students will go abroad through transportation opportunities arranged by the NSA because of its educational and non-profit character. These opportunities would not be available to many students who could otherwise not afford it if the NSA were not in a position to offer these opportunities at a very low cost.

We have carried on an effective international program which I want to defer and discuss with you a bit later.

So all of these things the Association has attempted to

do in arriving at this need which exists for a national student organization. I agree with Dean Strozler in saying that there are great possibilities, but I would be the first one to say that all these possibilities have not been realized. But I think that those of us who realize this need, recognize that the only way to fulfill it is to always attempt to strengthen the NSA, which is attempting to fulfill this need, and we all have an obligation to work through it and with it, to make it a more effective instrument in the American educational community.

I think it might be helpful for me at this point to raise some of the major questions which I know are on your minds because I have talked to many of you on your campuses about the Association.

The first question you might be anxious to have an answer to is: Isn't the NSA standing for unilateral student action on the campus as opposed to cooperation, and is not the Student Bill of Rights, which was enunciated in the early years of the organization, evidence of this sort of attitude?

Let me say first that I think the student bill of rights pretty much reflected student thinking at the time it was developed. I think many of the veterans as they returned to the campus had this outlook, and it is not difficult therefore to explain why this student bill of rights came about. I think by reading our publications and the reports of our meetings, you will notice a growing trend toward developing a feeling of community responsibility on the part of student leaders, and a growing discussion of the concept of community government, as opposed to student government.

I think this is a very healthy thing. I think the NSA is providing a service in attempting to get across this point of view to student leaders.

I think you should also recognize in this context that the NSA is a confederation, to use a good southern term, and that each student body or government that is a member is completely autonomous, and that nothing -- the student bill of rights or anything else -- is implemented on the individual campus except in so far as the student government on that campus wants to do so. It is quite the opposite from a national fraternity which goes out and establishes chapters on particular campuses. It is the reverse process. It is the democratic organization on the individual campus associating itself with the broader organization. I hope that you will bear in mind this difference in structure.

Another question which I am sure is on your mind is: Cannot the NSA, as happened to so many other student organizations, become dominated by a particular political point of view sometime in the future if not now?

In answer to this, I would say first of all the Association is prohibited from dealing in any issues which have partisan political implications and which are sectarian, and which do not directly affect students. Most important, I would point out to you the safeguard which I think safeguards very well the representative character of NSA. As you probably know, all policies and programs of the Association must be developed at the National Student Congresses, and all delegates to these Congresses are certified by the Dean of Students and the Student Body presidents of their respective institutions as having been duly elected or selected to represent those institutions. I think in this way we have assurance that the representative character of the Association will be preserved, and I think you need not fear that this sort of thing might take place sometime in the future.

Another question which I am sure you are asking is: Aren't the dues too high? Isn't it exorbitant to expect a student government to pay the amount required to belong to the NSA?

The dues vary from \$20.00 to \$150.00, depending upon the size of the school. On a per-student basis, I think this amounts to something like 2 or 3 cents, which I think perhaps, compared to other expenditures, is not greatly significant. I think that in considering whether it is worth it or not, the cost has to be compared with alternative ways of spending the money. Is it better to spend \$150.00 on a banquet for the members of the student government, or is it better to spend \$150.00 to belong to the National Student Association? I think this is the sort of comparison that has to be made.

Another related question is this: What direct benefits, bing! bing! bing! can we get on our campus as a result of being a member of the National Student Association?

Well, I would say first of all that I think this proceeds from an unlikely assumption that everything that is of any value from an organization of this type is expressed in tangible benefits which can be recognized on the campus. I think that perhaps many of you would be hardpressed to say that on our campus we get this, this, this and this from being members of NASPA. I think we have to look at things in other terms, although I do think there are a number of tangible things which do accrue to students and student governments as a result of being

members of the Association. The exchange of ideas resulting in better campus programs, travel opportunities, and an opportunity to participate on a national level in questions affecting students, and so on. I think some of these things are tangible, but on the other hand I think many of them are intangible, so therefore I do not think it is the best thing to say "what benefits do we get directly on our campus?".

Another question which perhaps is on your mind is: Hasn't the NSA taken a number of unfortunate stands on very controversial issues, such as racial discrimination, academic freedom and so on?

Well I think this is true, and it has taken stands on controversial issues. But I think this is healthy, because I think that many of these controversial problems have real substance, and the fact they are controversial indicates that they are real problems, and I think students would not be facing up to their obligations if they did not discuss these problems and arrive at conclusions on them. I am sure, however, that the public relations of the Association could be improved if we did not discuss some of these questions, but I do not think that it is worth it and I think it is important that these questions do be discussed and faced squarely by our student leaders on the various campuses.

I think again you have to bear in mind the confederal nature of the Association. Remember that no policy stand taken in national student congress has meaning to the individual campus, except insofar as this policy is implemented through the democratic process on that particular campus. What discussion of these controversial issues accomplishes, more than anything else, is a discussion of them and a facing up to them by students, which I think we all feel is a good thing.

Finally, I want to discuss with you a problem which I think is terribly important, but a problem which I think is too often not understood or not known of by us on the individual campus, and that is the question of international student relations.

I think this is very important, however I recognize that it is very difficult in our context to recognize its importance. I come from downstate Illinois, which many refer to as somewhat isolationist, and I certainly can recognize the difficulties in understanding the importance of these problems. In this country also about 20 per cent of the young people go to college, so there are a lot of college students and the college student is not as important as he is in other countries. So I

think we have to look at this question in view of the important role which students play in other countries. For example, Indonesia is a country of 80-million people, half the size of the United States, yet there are only 15000 students in Indonesia, about the size of the student body at the University of Illinois. So inevitably in a country where there are so few students and where the shortage of trained leaders is so acute, these students assume a disproportionately important role in those countries, and what they think on questions facing students and facing all of us in the world today becomes very important.

I can draw upon my personal experience in emphasizing the important role which students play abroad. Coming back from the International Student Conference in Istanbul in January, we stopped in Cairo. We were there to discuss the formation of a conference. While we were in Cairo, we were given a limousine provided by Premier Naguib to drive around Cairo, and we had an interview with Premier Naguib to discuss current problems. This underlined for me the important role which students play in that country. I should hasten to add, however, that we had nothing to do with the recent governmental difficulties in that country. (Laughter) But particularly in these under-developed areas of the globe, where there are so few students and trained leaders, the student role is an immensely important one.

We have to look at this problem in view of what the International Union of Students is doing. As you probably know from receiving their literature, this is on the student level an agency of the Cominform. We estimate that they spend approximately \$60 million a year trying to win students throughout the globe to the side of communism. This is a very serious and very important problem. They put out publications, the likes of which you cannot find among student publications in this country. They look like Life Magazine and come out in eight different languages and go out all over the globe. I brought with me an example of the sort of thing which they put out. (Displaying copy) IUS has been very effective in Japan, and the student movement there is almost entirely communist dominated. In Pakistan they recently organized a National Union of Students under the influence of the IUS. In India they belong to the communist organization. In Indonesia about half the students are communist, and about half are non-communist, and they belong to the IUS.

You say, isn't that a problem for the State Department or other people, and should students be concerned with this?

I say: Students have to be concerned with it, and if not, nobody else can do the job as effectively. Again I can draw upon my personal experience.

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I say: Students have to be concerned with it, and if not, nobody else can do the job as effectively. Again I can draw upon my personal experience.

We stopped in Lebanon to discuss the problems with the students there. We stopped at the American University in Beirut. As we walked in through the gate, on the back wall, in large letters, it says, "Dulles, go home." This was a monument to the Secretary of State's earlier visits. If we had been representing our department of state we would also have been told to go home, but because we represented a voluntary association of American students, we could go in and discuss these problems on a student-to-student level, and this is the sort of approach that has to be made, and only because we have an organization of American students is it possible to make this sort of approach and do the job that needs to be done.

But what has the Association done? In 1950 it was the first time that the students of the western world ever got together, outside of the IUS. They met in Stockholm. Again in 1951 they met in Edinburgh, and set up a permanent administrative agency in Nijmegen in the Netherlands. Then in 1953 in Copenhagen we met again. And finally this year in Istanbul there were 44 countries represented from throughout the free world, Asia, Africa, the Middle East, Latin America, Near East, all over. It is a very significant development, and the IUS is melting away and it is becoming a hard core of Iron Curtain country students, and this system of International Student cooperation, in which the National Student Association is playing a leading role, is responsible for this development.

I have here a clipping from the Christain Science Monitor, March 17, 1954. Perhaps some of you have seen it. It is headed "Anti-Communist Bulwark; N.S.A. recruits World Students to Spread Democracy." I think the first couple of paragraphs underline the importance of the sort of things I have been trying to talk to you about. It says, "The communists and the Free World are playing an earnestly desperate game for the allegiance of university students all over the world. Although the communists have won little or nothing in the schools of the United States they have been successful in Southeast Asia and South America, and in many other parts of the world." The article goes on to tell of some of these very important problems.

The only way that American students can fulfill this very vital role abroad is to participate in democratic student organizations on their individual campuses and through them in the National Students Association. I think if there were no other reason for the existence of the NSA at this time, that this would be sufficient reason for its existence and its development.

I think I have talked too long, but before I sit down, I want to do one thing and that is invite you all to come and join

us at Iowa State this summer at the National Student Congress. We certainly would invite your participation and your observance at this meeting, and I am sure that you are all receiving special invitations in the mail. I do very much urge that you come.

Thank you very much for giving me your attention so early in the morning. (Applause)

PRESIDENT STROZIER: Thank you very much, Jim, for that forthright and able presentation. We will now have the discussion led by former President of this organization, Wes Lloyd, and the panel whom he will introduce.

DEAN WESLEY LLOYD (Brigham Young University): I appreciate having Jim join us on this panel discussion.

Any resemblance between the deans listed on our program and these taking part is certainly by sheer accident. (Laughter) In checking up last night to discover exactly which ones were here, we were not quite certain. However in going into the various alleys in this part of the country, I discovered a few men who were listed on the program and we made other additions. It is our pleasure to have with us this morning in this discussion: Major General John M. Devine, Virginia Polytechnic Institute; Don DuShane -- I am going to cut through the titles here because we have only four hours. (Laughter) Dean Helser, Iowa State; Dennis Trueblood, Indiana University; Tom Broadbent, a newcomer to us, from the University of California at Riverside; Broward Culpepper, Executive Secretary, Board of Control at Florida. Let's see -- I guess I covered part of the waterfront.

During Jim's discussion of NSA I was particularly impressed with the idea that here we were hearing more than merely the excessive enthusiasm of a motivated mind. I suppose one day we shall look back on the organization of NSA as a significant chapter in the development of student affairs in higher education than we now look at it as such.

I recall when it was first talked about, members of our organization were hesitant to give it full support. Evidently we had heard something about student national associations in other countries. And for a time, of course, it looked as though NSA may possibly be going in one direction, and deans of students, deans of men and deans of women in some other direction.

I was a little bit naive -- correction: I was totally naive about possibilities until I had an opportunity to look in on student organizations in another country, and to realize that we here, through no great fault of our own, and to no special

credit I suppose for any of us in particular, have inherited a kind of sanity with reference to student life. At times the Dean's office looks out at certain activities as a type of social insanity, but if you should look across the water, instead of just across the lawn, you would recognize, for instance, as I did in one country recently, when they refer to student organization and activity they are talking merely about political activities, and when in the national political assembly some problem arises to which students do not agree, they just naturally walk off the campus.

It does not have to be the fault of the university. It is not the problem of a professor who said something that he should not say, or a president who did something that he was not supposed to do. If some national political figure does something that the students do not like, they merely walk off the campus.

There is another phase of the activity that seems unrelated to the educational program of the campus, and that is that students are unable in countries that do not have some democratic flavor -- the students who want to cooperate in a social program cannot do it for the simple reason that they are taken over by highhanded kinds of meetings, conducted in a fashion that the strongest boy with the strongest voice merely takes over and will not let others speak. This is no exaggeration. In our very favored campus environments, we are not always able to recognize our blessings.

This much of the meeting has turned into comments that were not previously organized, and it is past the time for us to get down as a panel and talk to the subject which Jim has so very well outlined for us this morning. We are going to just turn it over to any comments, questions or otherwise, that any panel member desires to raise, and we hope that as we go through you will not hesitate to break in. One member of the panel said, "I have noticed that our group does not quite relax and move into the discussions from the floor. What can we do about it?" I think after you recognize what an innocent group we panel members are, you will do something about it. (Laughter)

Perhaps I had better indicate that I am the only favored one who is near enough to a mike. Will each member of the panel -- I think it is unsafe to stand, but from a seating posture, will you open your mouths to the point where the people out in the other halls can hear us?

DEAN BROADBENT: To clear some of the brush out of the

way, may I ask one question. I would be interested in knowing how many of the group here have organizations of the NSA on their own campuses. Could we get a quick rundown on that from the group here?

DEAN LLOYD: Yes. How many of the group here have NSA organizations on your own campuses? (They raised their hands)

DEAN CULPEPPER: That may be a duplication there.

DEAN LLOYD: I see about forty hands. That is an awfully quick count, but it may be that some are represented by two votes. May we see the hands of those who do not have NSA organizations? (They raised their hands) That would be a clear majority, I believe.

DEAN BROADBENT: Can I follow that up with one other question, and then I think we can get at some of the basic problems. I would be interested in knowing, since there are so many who do not have the units, is it because of students' inertia, or is it because of faculty or administration discouragement?

DEAN LLOYD: That would be a fine thing to talk to from the floor, from some member who does not have the organization on his campus. Is it because of faculty or student inertia, or some other reason, discouragement of the organization, or just failure to act?

DEAN JOHN GWIN (Beloit College): Wes, I would like to make a comment on that. I think Beloit College has the rather dubious honor of being one of the first organizations to withdraw from NSA. I think the reason they withdrew was because in the early stages there was some feeling of this connection with the leftwing group, and I think, coming as Beloit does from a rather, we will say, conservative area (laughter) they withdrew. It was not a faculty action, but a student action.

DEAN LLOYD: Thanks for starting us out with an understatement. (Laughter)

DEAN DEAKINS: Ours was a very bitterly fought campaign among the students themselves, and put up to a vote of the student body and they voted it down. One of the most telling points I think was the finances at that particular time.

DEAN LLOYD: Tom, does that get us underway on that?

DEAN BROADBENT: Yes.

DEAN DONALD M. DU SHANE (University of Oregon): Do you want a testimonial, Wes?

DEAN LLOYD: Very much in order.

DEAN DU SHANE: I have never been at an institution which had an NSA chapter, and I must say that I have always been, not hostile, not enthusiastic, sort of tepid about NSA. It seemed to me that it had a good deal to offer to a campus which was plagued with a student red movement, to counterbalance the leftwing student group. It seemed to me that it had maybe something to offer to a campus which had a depression tradition of administrative autocracy, there there needed to be a little ferment on the part of the students or somewhere so things could open up a little bit. But on no campus where I have been has there been a Prussian tradition, and I have never been in a place where a lot of you are, where there is a substantial leftwing element in the student body.

I think there is another kind of campus that I thought that NSA could help, and that is the campus which thought it was so good that it had nothing to learn from any place else. I do not think I have ever been on that kind of a campus, so that as a dean I never saw much need for NSA in terms of local campus affairs.

But as a political scientist, NSA gets to me on this last point, with our State Department operating under conspicuous handicaps and with the International Communist Youth movement unhandicapped by such criticism at home and such obstacles, the NSA does represent politically and internationally a very substantial advantage for the free world. So as a political scientist I can see a very effective argument for NSA, even though as an educator I do not think that they have had very much to offer on campuses where I have been.

MR. JAMES M. EDWARDS (U. S. Nat. Student Association): Can I add a brief comment? I cringe when people talk about NSA chapters on campus. That is not the way NSA operates. It is a question of the democratic student governments on the campus associating themselves together, and not a question of a national organization establishing organizations, or come organizations on the particular campuses. I think it is a very important distinction to recognize.

DEAN LLOYD: Thanks for that clarification, Jim.

DEAN CULPEPPER: I think there has been a great deal of uncertainty in the minds of deans and personnel workers over the

country, something like the Turkish boy who inherited the harem. He knew what to do, but he didn't know where to begin. (Laughter)

DEAN LLOYD: That is another understatement. (Laughter)

DEAN CULPEPPER: I would say that many individuals have heard about NSA and most of the things they have heard about NSA are good. But in the busy lives of Deans and Personnel workers, unless the students themselves take an interest in NSA and start to push it, then it sort of goes by the board, and nobody is too clear on it. There are lots of problems on campus, and frequently we tell our students we have too much to do here in terms of straightening out our own affairs, without getting abroad with something on the national level, so the thing goes by the board, and we do not know where to begin, so we just do not start.

DEAN TRUEBLOOD: I would like to comment on that, if I might. It has been my observation that wherever, generally speaking, you have a strong student government and wherever consistently you have had a student government which has been a member of NSA, and retained that membership in NSA through the past six years, that you have almost invariably had a dean or some faculty member who worked quite hard with the student government.

One of my observations has been that it is easier to sell a dean on NSA than it is to sell the student leaders. I do not know whether Jim Edwards had that experience or not. But this is an observation that I have made by observing and talking to student leaders.

DEAN LLOYD: I wonder if you would like to indicate to us, Jim, the present membership of NSA, and whether or not the conference you referred to for the summer for student body presidents is for member organizations only?

MR. EDWARDS: To answer the first question, the present membership is approximately 300. It has remained rather stable throughout the history of the organization.

As to the Congress this summer, it is open to all student bodies, or student governments throughout the country. As a matter of fact, we issued two specific invitations to the student leaders on all campuses, and it is certainly our hope that they will all come. I think this is the best way for them to find out about the Association, and if there is any interest at all on your campus, I certainly hope that you will urge them to take up this opportunity, because I think it is a wonderfully stimulating experience for the individuals, and I think they can perhaps come back with a great number of ideas and so on, which

they can implement in the coming year.

DEAN TRUEBLOOD: I have observed an interesting situation where a non-member school will send delegates to the Congress every year because of the leadership experience they get for the student leaders, and they go back home and decide not to join because of certain problems involved. Some schools have figured it out that way, coldly so to speak, that you go to the Congress because it is wonderful leadership experience, but you go back home and do not join NSA.

DEAN JAMES C. McLEOD (Northwestern University): You say your membership remained stable at about 300, you mean the same constituency?

MR. EDWARDS: No, it hasn't. Schools change, although there have been a great number who have remained in the Association throughout. Some schools drop out and some schools come in.

DEAN LLOYD: Would you like to give us some reasons as to why certain schools have been dropping out?

MR. EDWARDS: I think it is largely a failure in communication. It is a very difficult problem to adequately communicate to student leaders throughout the country. It is a pretty big country and there are an awful lot of schools. I think that is largely it.

Sometimes the NSA becomes a political football. One party is pro and one party is con, and it depends who is in. Sometimes student leaders come in and they see that so much money is being spent for NSA, and they can perhaps raise their campus prestige if they succeed in making this much out of the budget. I can speak from personal experience in this, since by the first year in student government in Illinois I was the prime motivator to try to get the University from paying all this money to NSA from which we were not getting any benefits. You can well recognize I changed my views on this, after I found out what the organization was. That is why I think it is largely a question of communications.

DEAN JOHN W. TRUITT (Michigan State College): I would like to ask Jim one question here. How are these 1100 students chosen that you say are going overseas this summer? Where are they picked from and how are they selected to go? Who selects them to go?

MR. EDWARDS: I didn't say 1100; I said close to 1,000. They can just apply. Any student in a member school can go. We send out all the information and they can apply.

DEAN TRUITT: But who pays the expenses?

MR. EDWARDS: The students pay the expenses. It is just a very low cost opportunity. For example, we have 75-day tours throughout Europe, and including transportation over and back it is only about \$10 a day. That is for room, board, transportation, the tour and everything. About \$800.00 or something like that.

DEAN M. D. HELSER (Iowa State College): I just wanted to say that our experience has been very much the same as Jim's. We were out, and felt that we were doing exactly the right thing after our student body had attended several conferences, but now during the last year or two we have become sold on the idea too, and as you know, the National organization is going to meet on the Iowa State Campus next summer.

We think that this experience of giving the students an opportunity to express themselves, to consider various points of activity and interest and so forth is invaluable. And we are certainly giving it a trial this summer.

DEAN CONNOLE (Washington University): I would like to underscore something the speaker said that I think maybe we might lose sight of in our thinking about NSA, and that is this: That when you send delegates to a regional meeting or a national conference such as is being held this summer, that these people going out of your campus are your boys and girls, and if they are significant representatives of your own campus government, we must assume that you have been working closely with them, and if you have any criticism about the group thinking of NSA, this group thinking is made up only by the people that you are in daily communication with. Let's not forget that.

Now there are values that we have, that we gain from our national meeting here. These same values can be gained by your student leaders, and I think that even if it is only on a regional basis, or even on a community basis, where you have several schools, that if you have lateral communication amongst representatives of student government bodies that may see things differently, that your own leaders grow in that type of a relationship. So let's not forget that the same values that we get out of our meetings are available to our student leaders out of NSA, and I think it is important to understand that those leaders are people whom we are in daily contact with on our own campus.

DEAN DU SHANE: I would like to ask Jim a question. I have heard some university and college presidents commenting casually and in some cases rather caustically about this student bill of rights. And it seems to me that maybe that is one of the

sources of administrative hesitancy about the NSA.

Your explanation that that was a natural outgrowth of the character of student bodies in the immediate post-war years is, I think, a very true observation. But what is the present status of the students' bill of rights? Is it in effect so far as NSA is concerned, or is it not?

MR. EDWARDS: Well, it is always discussed at the National Congresses, and it is always changed. As a matter of fact, last year it was recognized by the delegates that it was inappropriate to have a students' bill of rights, without also having a student bill of responsibilities. So they drew up a student bill of responsibilities. Unfortunately this was not fully acted on because of the shortage of debate time in the plenary meeting. But I am confident that this year such a thing will be drawn up.

You say "Is it in effect now?" Well it stands as a statement which has been passed by the Congresses.

DEAN DU SHANE: It has been continually amended?

MR. EDWARDS: Yes, it is always being amended, and I am sure it is right now behind student thinking.

DEAN SIMES (Penn State University): We have been in a number of NSA meetings, and each year the question comes up of whether we will continue. I think the question is raised because of the dissatisfaction with the regional conferences. It seems that there the organization is falling down. I wonder, Jim, if there is anything being done to strengthen that? It seems that that is the point where the so-called radical groups infiltrate, where we have had the most difficulty.

MR. EDWARDS: This is a problem which we recognize, that is that the regional assemblies many times are not as successful as they should be and not as well organized as they should be, largely because they are organized by full time students, and all the rest of it.

We are running a Regional Development program. We are calling it this summer just prior to the Congress, at which we hope to have two representatives from each region who can sit down and discuss these problems and how to operate a region, how to hold successful regional meetings, and we hope that this will contribute to better regional meetings.

DEAN LLOYD: Are you all hearing these remarks, or shall we pass this microphone around?

DEAN BURGER (Colorado School of Mines): I am going to ask Jim -- or perhaps others -- this question: Are there other organizations of student groups that are attempting to do somewhat the same sort of work that NSA is doing, or some counter programs that are in operation throughout the universities and colleges?

The point I am raising is that we have gotten quite a bit of correspondence in recent weeks from the World University Service. I mean, they purport to be a service organization to help on a point-4 type of program with groups. We are debating whether or not to allow one of their representatives to come on our campus and speak to the student council and to the student groups. I do not know whether you know anything about the World University Service.

MR. EDWARDS: I certainly do know about the World University Service. It is a very significant organization. It is primarily a means of distributing relief to students in less fortunate areas, from students in more fortunate areas. The NSA is one of the four sponsoring agencies of that in this country, the others being the Hillel Foundations, the United Student Christian Councils, and the United Newman Foundation. There is a committee in this country, and then the International office is in Geneva. It is the only thing that we in the free world have to counteract what is being done by the International Student Relief, which is the communist relief giving agency, and which is making significant inroads in many parts of Asia particularly, and so in this respect, WUS is an essential organization.

I certainly do hope that you have their representative visit your campus. But they are not in any way a comparable organization to the NSA which is a representative group, and the WUS is a relief giving agency. As to the question "Are there other organizations of this type?" There are not national representative organizations like NSA. It is the only one representing a nationwide body of students and being organized through the student governments on the campuses.

There are regional organizations. There is a Texas Inter-Collegiate Student Association, which is much like NSA only on a regional level. There is a Pacific Regional Students Conference, which is an annual meeting of the student body presidents in the western part of the country.

DEAN DU SHANE: It is not much like NSA.

MR. EDWARDS: No, it only operates one conference a year and issues a report.

DEAN LLOYD: We are overworking you a bit this morning, Jim, but before we turn back to the panel and the group, would you say a word to us about financial arrangements and procedures with reference to NSA?

MR. EDWARDS: This is one of the big things that we have tried to tighten up this year, and I think we are now in a position to assure anyone that every cent is being accounted for and that you have no fear of this. Our accounting is now being done by the comptroller of the University of Pennsylvania, for the National office, and we are on a very sound basis there.

We have just incorporated the travel office, so if there is a difficulty in the travel business, which is always conceivable in that particular area of endeavor, we are assured that this trouble cannot spread to other parts of the Association.

Our International office in Cambridge is on a very sound financial basis. We succeeded in raising about \$60,000.00 for its operation this year, and we expect to be able to do the same in succeeding years because of the important nature of its work.

So I think that I can assure you very definitely, and I am sure many of you have seen our financial report that says many of these same things -- we have foundation support for the International programs, almost entirely supported by Foundations.

DEAN LLOYD: Bob, I am going to ask if you will tell us when to break this and go into the next.

PRESIDENT STROZIER: We still have time. I think we should go ahead since there is so much interest.

DEAN HAACK: I would like to ask about the Bill of Rights matter that has already been up. You will find in your file a resolution from this body about three or four years back, calling attention to the fact that we are with you on the principles behind your bill of rights, but calling attention to the fact that the terminology is highly unfortunate. It tends to start the whole discussion, and I think it has been part of the dilemma that you faced in recent years, the point being that this body, for example, is completely in favor in all of our resolutions and our thinking, of a far greater inclusion of student opinion in matters of university policy and affairs. We talked about that already in this meeting.

The bill of rights somehow gives the assumption to many student leaders around the country that this is a two-world proposition, and that the only way the kids will ever get what they want is to assert their rights. It is not fundamentally a matter of rights in American higher education. We do not have rights in that sense ourselves, we in the administration.

This whole matter of gaining a more democratic basis for our student operation in institutions which are fundamentally not democratic in that sense -- boards of regents and boards of trustees, even the faculty has limited powers in the sense of a bill of rights. The terminology of the bill of rights, as we pointed out at that time, has put the whole matter of cooperation on the wrong foot, and it would be helpful to NSA, many of us have felt, to get a different type of terminology. I think you say the same things.

We are concerned, and profoundly concerned collectively and believe that these principles of inclusion in thinking, planning, policy making, be understood and operative on our campuses, but to put the thing on a bill of rights basis starts the whole thing off on a two-world proposition that we have to fight our way in, and I think it starts the thing off on a negative basis and it has not been helpful.

I would go back to the earlier comment and urge your group to shift the terminology, not the meaning of what the bill of rights is trying to say.

DEAN HURFORD E. STONE (University of California): I share sympathy with Jim this morning, but I wonder if this would not be an appropriate time to put him on the spot with another student organization which has raised its head over the horizon in the last year or two, SFA, Students for America.

MR. EDWARDS: What would you like me to comment on it?
(Laughter)

DEAN STONE: What you know about it from the standpoint of its bonafide origin and its representative nature.

MR. EDWARDS: First of all, I think there would be some question -- well, I sort of hate to make these comments because I just am commenting on what I read and I never had a real opportunity to talk to anybody from this group. I have never been really able to find them. But I sometimes think that it is inappropriate to call it an organization since I think largely it is one or two people who have succeeded in raising money on the West Coast to put out a tremendous volume of leaflets and

publications, and that sort of thing. I think that is largely what it is.

It was originally a national collegiate MacArthur Club, and then after the General did not get the nomination it became Students for America. I could go into it in more detail, but I think maybe people would not be interested. Do you want me to go on?

PRESIDENT STROZIER: May I say a word about that. We asked a boy named Munger, who has been head of that organization, to give us a report on what the organization is and what the financial structure of Students for America is, because we felt that in our positions we should have this information. We even invited him to come to this meeting and make any statement he wanted to. He never responded to any of those requests.

It is true that the kind of publications that come out from SFA are not the kind usually put out by students. There is certainly a lot of money that is going into the coffers from somewhere. No financial report is available. No answer to the letters has been forthcoming.

The organization in its printed material has said that it operates on many campuses sub rosa. It has said at one point that it had a chapter on my campus but it had never asked for recognition. So far as I am concerned, this answers all that I would need to know about Students for America.

DEAN TRUEBLOOD: I want to say one thing. If you are interested in the charge of Students for America against NSA, I am sure Jim might be willing, if you have copies left, to send copies of Dick Murphy's historical refutation of charges and that sort of thing. I do not know if you have those things or not, Jim.

MR. EDWARDS: I do not think that is necessary.

I think these people misunderstand the nature of the Association and if they disagree with some of the policy statements of Congress, which is the brunt of their approach, they should recognize that the way to approach this problem is to have representatives elected to go to the Congresses.

NSA presents a democratic channel through which anyone can work. It is my view that instead of challenging the Association for establishing these policies, they should work through the Association to change those policies.

DEAN LLOYD: Tom, I believe you have a point.

DEAN BROADBENT: I would like to ask one question. I was drifting along nicely when all of a sudden I was jerked up quite shortly by Jim's reference to the International office in Cambridge. Would you clarify just a little the International organization as such, and where you tie into some such that requires an office in Cambridge in addition to a national office here?

MR. EDWARDS: The International office I referred to is the office from which the Association's International program is operated, our relations with students throughout the world that I was telling you about. It is a sort of historical development that this office is in Cambridge, and the travel office is in New York, where this summer we are going to integrate the functions of some of these offices. But the International Vice President in charge of the Cambridge office is directly responsible to me, so it is an integrated setup, but that is just the geographical setup from which these functions are carried out.

PRESIDENT STROZIER: This is Cambridge, Massachusetts; not Cambridge, England.

DEAN BROADBENT: Oh. It is a matter of geography, I am sorry. (Laughter)

DEAN PETER A. OSTAFIN (University of Michigan): On several occasions I had the opportunity to observe the NSA Conferences in operation, and each time I was impressed by the way the Labor Youth League tried to associate itself with the NSA, and I was impressed with the successful way that the NSA managed to keep them at a distance.

I was not able to attend last year's meeting, and I did not attend the last few days of the meetings of the year before, but those who attended right to the very end had the feeling that on these later occasions the Labor Youth League was able to affect the Association maybe a little more definitively than it did in the old days. Jim, would you mind commenting on that?

MR. EDWARDS: I would say that I feel this is just not the case. Any organization is allowed to send an observer to the meetings. The Labor Youth League sends an observer, and the National Newman League sends an observer. They sent quite a cluster of observers if I remember. They roomed right across from me at Indiana, and they had quite a congregation.

They do not vote. The only people who vote are the people who have been certified as having been elected or selected on their individual campuses to represent student bodies that are

members of the Association. Gentlemen, it certainly has never occurred to me that the Labor Youth League has in any way influenced the deliberations of the Association.

DEAN DU SHANE: Some of us may not know what the Labor Youth League is. Wes, do you know, or Bob, could you give us a one-word definition.

PRESIDENT STROZIER: Ask me, yes I know. (Laughter) If you would like to know the historical development of the Labor Youth League on the University of Chicago campus, I will be glad to give it to you. It does not exist there at the present time. I got a man on our staff to trace the interlocking directorships of these organizations. There was once a Communist Club, and there was then a Students for Wallace, and then the Young YPB -- I cannot even remember what that stands for, now -- and ultimately the Labor Youth League. And the succession of membership through these various organizations in the years that I have been at the University is very interesting in that it is the same thing. The more it changes, the more it is the same. (Laughter)

It finally, of course, is on the Attorney General's list. We had a great debate on our campus about whether or not it should be recognized. The year before last when the faculty adviser raised the question of its legality, the University after deliberating for a long time decided that it would not force it off the campus, but after the debate was over, legally it withdrew and it no longer asked for recognition on the campus. So now the same group has a more innocuous name.

DEAN SHUTT (Purdue Univ.): Being formerly associated with a small institution, one of the criticisms that came out of almost every regional meeting while we were members, from Marshall College at Huntington, West Virginia, is that this is a system of power politics by the big schools. Would you like to comment on that?

I did not think it was necessarily true, but they said, "Look at the National Board and National Officers. They are all big school students." Is that true?

MR. EDWARDS: I have heard the other criticism just as often, that it is dominated by the small schools. There are six officers this year, as a matter of fact, two of us -- myself from the University of Illinois, the National Vice President from Cornell, and the other four are from schools under 1,000. So I think this is indicative of the participation of the small schools in the Association.

DEAN GWINN: I think I have been very fortunate in having the possibility to work with this group on several occasions. When I was at Michigan I was the coordinator for the University and working with NSA when they held their Congress there. I considered it a very rewarding experience. I think the group did an excellent job of holding their congress. I enjoyed the Congress very much. I saw them handle the Labor Youth League much better than I have seen any other group handle them. They were able to present their ideas on the floor, I do not know that anyone of their ideas was accepted and I think the students did a beautiful job. I think it is too bad that more of our students do not have an opportunity to observe this action and take part in it.

As far as the statement of this bill of rights, I think if I am not mistaken that that is based largely on the same statement that is used by the AAUP -- if I am not mistaken.

One other thing I would like to say is this: That Beloit withdrew largely I believe because of the political implications when they were first formed. It has come to my attention that one small school who was interested in joining this organization contacted Uncle Joe and asked him if he would investigate the group, and see what he thought about it. I understand that the return from Joe was that it was all right.

The thing that I am concerned about now -- I am referring to McCarthy now (laughter), not Joe Stalin. (Laughter)

DEAN LLOYD: Very reassuring. (Laughter)

DEAN GWINN: It might have -- because of Uncle Joe's acceptance of the group, I wonder if you are not becoming too conservative? (Laughter)

DEAN BALDWIN: We had a conference outside of Ithaca, and I was impressed by the group and the meeting they had there. He gave a very good account of his trip over there, and I was very much impressed with the whole work. I happen to be one of the advisers there on the campus recently and I have been pretty much sold on this whole proposition. I am sure they have a sincere purpose.

One of the things that occurred to me is that on our campus when a new organization comes in they have to be recognized. We send the requests through our student council, and there is a group on there that investigates the group and comes and gives a recommendation to the faculty committee on student activity. It occurred to me that it might be well on some of

these organizations as you spoke of the SFA, Students for America, to have some check through the NSA. We have enough faith in them to know that they are more able to make investigations of these organizations than we are, because the students are pretty smart about finding out about other student organizations. So if we were making an investigation of SFA, I think we would think of inquiring through the NSA to find out what they know about it.

That is just a thought that has come to me as we have been talking about it here, and I would be willing to take their recommendations, and to consider those in consideration of any new organizations that might want to come in on a national basis.

DEAN MAUREL HUNKINS (Ohio University): May I just ask for a rough statistic from Jim. What percentage of the members of NSA joined the organization by vote of the entire campus, and what percentage?

MR. EDWARDS: I think a majority vote by student government and not by campus referendum, feeling that this is the purpose of the student government to consider this sort of matter on behalf of the student body, and through this representative body to determine whether or not the student body should affiliate or not. So I think on the majority of campuses it has been by action of the student government, although on a number of campuses it has been by referendum of the student body.

DEAN BERNIE HYINK (Univ. of Southern California): Since Ted has brought up again SFA, I might say we have made a collection of the materials of SFA and I brought along a few of their handbooks in case anyone is interested in looking at the handbook, and maybe they have not seen some of their literature. They happen to be out in our part of the country, so we got the literature anyway.

DEAN LLOYD: Bernie's remark leads me to a comment here. In order to save our lives, and let us get a little circulation at times, we have been in the habit in the conference at times of taking a breather, which has sometimes meant that we take a walk home and back and get here the next day. (Laughter) This subject this morning has moved into such a dimension that I am sure many of you would like to talk directly to people who have made comments. I would recommend, Bob, that whenever we decide that the breather is appropriate for this morning that we assume that it is largely in this room, so that we can get around to various ones and then be available to it.

PRESIDENT STROZIER: I think this has been a very interesting discussion and I am sure that it is one that will go on

informally. Fred, did you have an announcement?

... Announcements ...

PRESIDENT STROZIER: Let's take a break of about ten minutes.

... Recess ...

PRESIDENT STROZIER: There has been a lively interest on the part of a number of members of this organization in the National Interfraternity Conference. Many of the members of this organization attend the annual meetings, and many of the rest who do not go to the annual meetings do have fraternity problems on their own campuses.

We are fortunate this morning in having Mr. Cochran with us, Lloyd S. Cochran, who is the President of the NIC, and who is going to give us a talk at this time. Mr. Cochran.

MR. LLOYD S. COCHRAN (Chairman, The National Interfraternity Conference): Thank you. Mr. Chairman and Deans: May I first express a personal word of appreciation to Jim for the very fine presentation that he made of the story of National Students Association. I think we can draw a very fine feeling in having men like Jim who are leading NSA and who are helping to formulate policies and to direct the thinking and the organizational effort of that group into channels which can be productive and which can be creative along the lines of American institutions and American freedom.

I am very happy to have this opportunity of coming here. You know, one of the unfortunate things about our National Interfraternity Conference program is that we do not have enough of a continuity so that the parade of chairmen of NIC men whom you see coming to your groups at your very gracious invitation year after year, come on to the scene for a brief period of a year and move off to more peaceful retirement so that we do not sometimes express that continuity in our program and in our thinking that I think might be desirable.

After having been chairman of the National Interfraternity Conference since December, I can tell you the day and the hour practically, and if I am questioned about it, Mrs. Cochran I am sure can help to emphasize what it is, because she has counted the days and the hours in which I have neglected her so badly. But I can well see, in that time, why it is that the National Interfraternity Conference has their chairman for just one year.

I might say that my Board of Directors have made some very caustic comments about the same situation too. They feel that there is a kind of a divided relationship that they will be happy to see end in a year.

I have come from a meeting in Atlantic City which was the first meeting of the House of Delegates of the National Interfraternity Conference. May I first say one thing which was considered and discussed and urged there, and that was that in the organization of the National Interfraternity Conference in its annual meeting, December 2, 3 and 4, that we attempted to regain the interest and the attendance and the thoroughgoing cooperation of the members of this group and of deans and university administrators generally.

We hope that you will be able to come. You will be hearing more about our annual meeting and we sincerely hope that you will be able to partake in the discussions that we have there and that we may have some items of challenging interest that may be helpful for you.

I said at the first of this that it was a matter of possibly reactivation of that interest because they tell me not too many years ago -- Hank, maybe you could pinpoint this -- that at a meeting in New York we had a luncheon for the deans, and at that luncheon the charge was \$6.00 and it was cold roast beef and hot peas, and since that time, for many deans we have had hot tongue and cold shoulder, for which we are entirely in sympathy. (Laughter)

Now I assure you again that should you come -- I question very much whether the bill for the luncheon will be \$6.00, but if it does, we will see that you get a sizeable steer for your money.

I am sorry that I have not been here to have more of an opportunity to sit in on some of the background of this interesting session this morning. I tried very hard to get down by air yesterday, but fog on the eastern seaboard consigned me to a train that left New York at one o'clock this morning, and getting off at something like six or seven o'clock this morning here. I can assure you that my coat didn't stop swinging on the hanger all night long. I would like to have been here to have an opportunity to sit in and understand something of the problems that have been discussed, and get the feel of it, more than I feel that I have now.

But in exchange for that, I would like to have you have something of the feel of the National Interfraternity Conference

session of its house of delegates, as we have just completed it in Atlantic City.

I think possibly one of the best ways to do that, and so that you might know more about the things that are occupying our time, is to tell you first that this being the first meeting of the house of delegates is an exemplification of the reorganization through which the National Interfraternity Conference has gone.

We have been studying this project for a good many years. Last year we tried to define it in rather definite terms. We tried to define it in its ultimate terms, and then came back to those things which were possible and reasonable in terms of the first stage of that reorganization.

I can pay very high tribute to the men who have been operating the National Interfraternity Conference. They have given richly of their time and their effort and their thought. And it has been strictly a time consuming occupation, I can assure you.

You probably know that all of the effort which goes into the National Interfraternity Conference is on an amateur and extra-curricular basis by those who help to operate it. And that all of the activity and all of the responsibility of the National Interfraternity Conference is defined in its constitution and remains as such as strictly an advisory body. We make no attempt to tell individual member fraternities what it can and must do. We try to mold opinion of those fraternities so that we channel efforts along comparable lines. But we have no knowledge of what their constitutions may be, what their rituals may be, except a common feeling that all of us are interested in the development of leadership and character in the young men of the institutions of the United States and Canada.

This House of Delegates is the executive and legislative body of the National Interfraternity Conference, taking power from the group which had been in that position, which was the Executive Committee. There were thirteen members on the Executive Committee. There still is an executive committee which has authority, as interim authority in between meetings of the House of Delegates.

The primary responsibility of laying down the policies and the plans and the programs for member fraternities, in terms of Interfraternity cooperation, rests in the House of Delegates, which has one member from each of the 61 member fraternities. In that way the responsibility and the program immediately has a broader base, and thus has greater significance and greater participation.

I would like to review just very briefly the committees who reported. Some of the committees had purely routine matters, but I would like to mention them so that you may know what are the things which are occupying the activity of the NIC.

The first committee was to report on a matter of the law committee. The second committee reporting was the United Nations Observer. We have an observer who meets every Wednesday morning with the non-governmental organization of the United States and reviews those things of interest to fraternity men.

The budget and finance committee -- I think it is not necessary in terms of a meeting of deans to explain anything about that. I think you have had some knowledge of that.

Then we have a committee on International Exchange Students. Jim, I have received quite a bit of mail from the Philadelphia office on this particular subject to forward to that chairman. It is operating on a different basis than the National Students Association approach to this. We are interested in developing among fraternities the opportunity and the desire for our students to attend foreign universities, and to give a medium for students coming to our shores to come into these universities in America so that they may understand some of the things that have made fraternities, some of the things that have made universities, and the things which have made America great over this time.

In so far as fraternities can help in that -- not with any idea at all of taking over a program on any campus, but so that the fraternities may be a part of that -- we have a committee which is preparing a "How to Do It" manual for each of our member fraternities.

We have an educational advisory committee, which tries to steer us in those things which can be educationally sound, as a part of fraternity programs.

We have a committee on Alumni Interfraternity Councils, feeling that Alumni Interfraternity Councils in a campus location have the opportunity many times to apply a mature judgment to some of those problems which may come up on a university campus. I should like to recommend that group to the deans here, as being a group in which potentially you should have much in common, and whom I believe you will find extremely interested in conferences with you in helping to implement programs which you may have for fraternities.

The next question which we discussed was the question

of deferred rushing. The National Interfraternity Conference has not established any policy on deferred rushing. I can say in general, we have certain ideals. If fraternity membership is good for a man, then we feel basically that the earlier he has an opportunity to partake in that benefit the better it may be for him.

I think too that we subscribe in a general way to the fact that when a fraternity invites a man, and when a man joins a fraternity, they both should have some opportunity of knowing a little bit about each other.

The place where this deferred rushing program, as it is being activated on many campus locations now, seems to hit hard is in the fact that the program, or the length of deferment is going to be a real serious physical and financial handicap to the successful operation of fraternities.

It was with some concern -- and I do not believe this idea came with what would be the majority opinion here -- but it was with some concern that one of the members of our Executive Committee reported a conversation with a faculty committee who was currently considering this problem of deferred rushing, when he said that if this deferred rushing program which they are considering goes into effect, that he feels sure that it will destroy six or eight fraternities on his campus, and that is not a matter of concern to him or to that campus.

Frankly, gentlemen, we have to feel concerned about that kind of an idea, and we would like the opportunity to investigate it with such a campus or with such an idea to see whether we do not have some common ground where we can work out helpful programs that will gain appropriate results in terms of deferred rushing, if that be your choice, without hamstringing the operation of some of the chapters who I think can and do contribute much to universities.

We have a committee on conference organization. I mentioned that. There are some further phases of conference organization that are being studied to see how we may be more effective in our own operations.

We get out publications with which many of you are familiar because I believe you all get copies of publications when they do come out from the National Interfraternity Conference. This Publications Committee gave a report of some of the publications which we have in mind, which I hope you will find equally as interesting as those which you have received in the past.

We have a committee on Public Relations. Fraternities are not enjoying particularly good public relations today. I do not know that we enjoy the unenviable position. I do not know that we even deserve some of the publicity and some of the opinions that the man-on-the-street has about fraternities, because I think instead of throwing the spotlight on what fraternities are primarily concerned about, which I suggest again to be the development of character and leadership of young men in this country, the spotlight has been thrown on other things which are not major parts of our consideration, nor major parts of the contribution which fraternities can make.

We had a very interesting report on scholarship. This has been a hot potato for us for sometime. We have two problems in scholarship, gentlemen. The problem which the National Interfraternity Conference has found extremely troublesome is: How best to gather information, how best to correlate that information, and then how best to disseminate it to you and to the fraternities so that the history of scholarship, as it has developed on campuses and in fraternities may be best applied to the second part of our problem, which is to raise scholarship.

We are interested in scholarship primarily so that tomorrow's marks, and next week's marks, and next month's marks may be better than they are today, and we are hoping to find some way through assistance, which is absolutely necessary, from the deans of this country as to how we can do those two things, particularly so that we can do the second one better.

In connection with our annual meeting, we have a conference of undergraduates. We have had some problems in that conference because the group has, to a large extent, been regional instead of national in scope. The time has been short. Coming there as they do without any closely knit organization they have sometimes felt frustrated in that there is no opportunity to put legislation into effect, and to command respect for that legislation. Our Undergraduate Activities Committee is working very hard to try to find ways to find and to formulate ways and means by which this undergraduate program can be made more effective.

The last one I am going to suggest is the Committee on Greek Weeks. I think that has been possibly one of the better things which fraternities have been better able to do recently because they have been able to inspire and to make possible a recognition on the part of initiates of fraternities that they are part of a society, that as they go out from four years of activity they become a part of a larger society; and that the work that they do in a university, and the ideals which they accumulate in a university, to some extent at least, will govern the response

to problems of society. And we are trying to direct their consciousness to those things in a broader phase so that they may study their relationship to the university community and to the community outside and to non-members so that they may have a better opportunity of becoming better citizens.

Fred has also asked me to comment on the much discussed autonomy resolution which was passed last year at our last annual meeting.

This autonomy resolution says in effect that it is the feeling of the National Interfraternity Conference that reserved to each of its 61 member fraternities is the right to establish its membership qualifications.

Now let me hasten to say this: That this question has been before the National Interfraternity Conference for a good many years and it has been voted down very regularly. One of the reasons it has been voted down was that in the original wording of the resolution as it was presented we felt it was a direct slap at university administrations, where such a slap was not deserved and where it would serve no purpose. But more and more began to get into the act, and more and more influence began to be exerted by student organizations, by trustees, by politicians, and by others to the point where we felt that it became vitally necessary that we describe our feelings so that you at least would know how fraternities felt in regard to their membership qualifications.

Let us not confuse this with the matter of selectivity, or as some like to call it, "discrimination," because the National Interfraternity Conference has no control nor desire to control what the membership qualifications of each individual fraternity may be. We have fraternities representing majority and minority groups. We have fraternities which represent no groups, and which take all kinds and all peoples. We might very well have a fraternity representing baldheaded men, and if that fraternity felt that it could contribute to its life and to its advancement more by eating dinner and communing and conferring only with baldheaded men, then that would immediately become its right. That does not say that we do not like men with hair. (Laughter) And it does not say that we discriminate against men with hair, because I know that men with hair would probably do the same thing. But it merely defines in terms of the college fraternity the feeling that they have a right to establish their membership qualifications.

I think that will open up a channel for some discussion

later which I will be glad to try to help in.

I would like not to leave this general situation of fraternities without expressing to you again something of the goal of fraternities and so that I might divert your thought, if possible, for a few moments to those things that we hope fraternities can and will do for young men.

We are concerned, in the National Interfraternity Conference, with the individual man, with the initiate, whether he is in your fraternity or in mine, and concerned with raising his potential to meet life, to meet the problems of life, to meet the challenges that come to an individual as he steps out into society. And if he has an ability at this level we hope through the medium of fraternities -- as Jim hopes, and has effectively demonstrated through NSA -- that that leadership and that character potential can be raised to this level, and we want to make that contribution which will help raise that level.

You men are interested in the same thing. You are not interested alone in the academic marks that come from these men. That is your vital concern, sure, but I know from the hours that you men spend in conference with fraternity leaders, with non-fraternity men, that you spend in conference with students, that you are interested basically in the same kind of a thing; and that when they go out with a sheepskin from your university that they may not only be able to earn a living, but that they may be able to earn and to win a life.

We welcome the opportunity of cooperating with you on that level and of doing what we humbly may to help the contribution which you are making in so effective a way, and to make a contribution in terms of what the fraternity may do in those goals of improvement of young manhood.

I think, Bob, I am going to stop right at this point. Thank you very much, gentlemen. (Applause)

PRESIDENT STROZIER: Thank you very much, Lloyd, for this statement, and I am sure that it will bring questions from the floor.

One of the problems that has been discussed on many campuses is the Michigan Plan, and we are often asked, people are asked, "What did Michigan do about the Michigan Plan?" I hope that Bill Zerman is going to tell us that, and make a full presentation of this very controversial issue. Bill Zerman.

ASSISTANT DEAN WILLIAM S. ZERMAN (University of Michigan): Mr. President, Guests, Gentlemen of NASPA: As President Strozier has pointed out, it is the wish of your officers who proposed legislation and enacted legislation during a three-year period at the University of Michigan be explained to you because it has assumed some significance. It is the wish of the University of Michigan to explain this to you from a standpoint that there has obviously kept up some misunderstanding.

If you were to ask, when visiting the University of Michigan, "What is the Michigan Plan?" you likely would be told by our students that it is our Michigan House Plan, which is a Residence Hall plan to provide our students with more than mere rooming and boarding houses.

However, in the January 1, 1954, issue of one of our midwestern University papers, the Michigan Plan is referred to as a plan to remove from college social fraternity constitutions by a certain date so-called selectivity clauses. This, more than likely, came about through the presentation by several of our Student Legislature members of a suggested plan to an NSA convention in the summer of 1949, a plan which provided for: "1) Widespread publicity on discriminatory situations where they exist in order that students may fully understand the problem. 2) Application of principles of good human relations -- students of every racial and religious group getting together frequently and getting to know each other; and 3) Prohibition by the institution or student governing body of establishment of new campus organizations with discriminatory clauses in their constitutions or charters to prevent the situation from getting worse."

These three items are not now and never were official or unofficial University policy.

The University of Michigan as of May 3, 1949 has two rules concerning selectivity. 1) All organizations must file with the Dean of Students, for his and the President's perusal only, their constitutions and 2) no new organizations will be recognized which prohibit membership because of race, religion or color.

Our student government was then three years old -- our Interfraternity Council had not gotten on its feet since the war. Our campus, as well as many other large campuses at the time, was still disorganized.

However, those rabble-rousing antagonists with whom some of us have the unfortunate experience of having to deal, were

well primed and took over by infiltrating our student government either in person or by influence. It is significant to point out here that just last week our student legislature discontinued its Human Relations Committee.

The following is a chronological survey of significant happenings which led up to the President Ruthven and then the President Hatcher vetoes on the "clause removal" deadline and the "yearly report on clause removal progress" respectively.

On April 14, 1949, the Student Legislature passed by a 27-17 vote the following report from the Student Legislatures Committee on Discrimination. They asked that the "University refuse recognition of any new groups which had selectivity clauses in their constitutions." At this time the Interfraternity Council requested that "this was an IFC affair to be solved by education and time and not something the Student Legislature should handle".

The second part of the report from the Student Legislature Committee on Discrimination led to the passage by a 24-18 vote in the Student Legislature of a motion that all Greek Letter groups would be required to file their constitutions in the Office of Student Affairs.

At this time, according to the student newspaper, there were 33 fraternities and three sororities with so-called clauses. I question that there were this many. Now, five years later, the student paper says there are 13 fraternities and no sororities in that category.

As mentioned before, on May 3, 1949, the above two rules were put into effect by a 7-6 secret vote of the Student Affairs Committee, which is composed of seven students and six faculty members. At this time there was great concern as to the extent to which the Student Affairs Committee accurately reflected student opinion on this issue. On May 4, 1949, the Interfraternity Council again requested the Student Legislature use an "educational plan of clause removal."

On December 2, 1949, the Interfraternity Council, because of fear of a mandatory date being set for removal, voted 21-14 with 7 absent, to suspend by January 1, 1951, any fraternity which failed to petition its national convention for removal of a bias clause in its constitution.

January 11, 1950 - The aforementioned was rejected by the Student Affairs Committee for "further study and consideration". They said it would not achieve the objective of clause removal.

November 14, 1950 - A motion was passed by the Student Legislature that if a request for clause removal was not presented on the floor of the fraternity's national convention the chapter involved should not be allowed to operate and would be given a 6-year time limit to October 15, 1956, for clause removal. This was passed by a 20-18 vote. A substitute to the time limit mentioned was voted down by a 20-17 vote.

December 14, 1950 - The following amendment to the October 15, 1956, deadline was passed by the Student Legislature by a 35-2 vote. They voted "to extend a year at a time, the time limit of a fraternity which had done all in its power to eliminate the clause". They felt that pressure would remove the clause from constitutions and that it might be put into rituals and also that pressure would "establish gentlemen's agreements" in the various fraternities.

December 15, 1950 - The Student Legislature voted by a 24-20 vote to present the time limit deadline proposal to the Student Affairs Committee.

February 20, 1951 - The Student Affairs Committee meeting was called to order by the chairman, who explained that the purpose of the meeting was to provide an opportunity for the Committee on Student Affairs to hear arguments for or against the request of the Student Legislature to adopt its recommendation to force the removal of discriminatory clauses from constitutions of student organizations by the establishment of a time limit for such removal, with denial of recognition to groups which retained such clauses. The chairman called on the representatives from the organizations. There were four from the Student Legislature, one from Pan-Hellenic, two from sorority alumnae, one each from the Interfraternity Council and from the Alumni Interfraternity Council.

At the next meeting on February 27, 1951, the chairman distributed copies of the transcript of comments made by the aforementioned representatives at the meeting of February 20 and requested that the Committee read the report and raise any questions concerning it. It was moved by a member and seconded that the Student Legislatures motion be adopted. A special meeting was called on March 6 to continue the discussion.

The March 6, 1951, minutes read that if by October 15, 1956, a campus organization shall still have a "discriminatory clause" in its constitutional structure, it shall be forthwith denied recognition by the Student Affairs Committee until such clauses have been removed. However, campus groups, affiliated

with national organizations that still have discriminatory clauses in the national constitutions, may appeal to the Student Affairs Committee for extensions of time beyond 1956. The S.A.C. may, at its discretion, grant such extensions for one year periods if, and only if, the student organization has made a positive showing that it was continuing to fulfill the above requirements and that there was substantial probability that all such discriminatory clauses would be removed in the near future. It was moved and seconded that the Student Legislature recommendation be adopted. It was approved by a 7-6 vote of the Student Affairs Committee.

On this same date, over 95% of men rushed were pledged. The clause affair did not seem to have any negative effect on pledging.

On May 29, 1951, the chairman of the Student Affairs Committee read an announcement from then President Alexander Ruthven of his decision to rescind the action taken at the March 6 meeting of the S.A.C., which established the October 15, 1956, time limit for clause removal. He said, and I quote: "Rules adopted by the Student Affairs Committee should not be disturbed unless such rules jeopardize fundamental invested rights. Realizing the importance of the objectives of the resolution, I have made a very careful study of the problem. The University, as a Department of State Government, cannot and will not adopt regulations, which discriminate against the rights of persons because of race or religion. However, in our zeal to protect the constitutional privileges and immunities of certain citizens, we must be careful not to infringe upon or impair equally sacred rights of others."

It is a long established rule of law that no individual has an inherent right to membership in any particular organization. As stated in American Jurisprudence, Vol. 4, page 452: "Membership in a voluntary association is a privilege which may be accorded or withheld, and not a right which can be gained independently and then enforced. The courts cannot compel the admission of an individual into such an association; and if his application is refused, he is entirely without legal remedy, no matter how arbitrary or unjust may be his exclusion.

"Clubs and societies, whether religious, literary, or social, have the right to make their own rules upon the subject of admission or exclusion of member, and these rules may be considered as articles of agreement to which all who become members are parties. Accordingly, an association has the right to prescribe the rules and regulations defining the qualification of members and may impose such terms and conditions upon membership,

not contrary to law, as it may choose; members must comply with those terms and conditions in order to be entitled to the benefits of membership."

I further quote President Ruthven: "The S.A.C. resolution, as approved, recognizes the legal rights above quoted of religious societies but denies the same legal right to social fraternities. National fraternities with so-called discriminatory clauses in their constitutions have established local chapters here with the full knowledge and consent of the University. Members of the local chapters have acquired a vested interest in the chapter houses and in the general funds of the national organization. These valuable property rights would be jeopardized, if not destroyed, by a withdrawal of recognition of the organization. The resolution, as written, would pre-emptorily withdraw recognition as of October 15, 1956, from any organization still retaining discriminatory clauses, even though the local chapter had in good faith attempted to remove such clauses from its constitution.

"It is the earnest desire of the University that all forms of discrimination because of race or religion be eliminated; and we believe that great progress in this direction has already been made by the University and hope that it will continue. We have seen fit to adopt a regulation which requires the withholding of recognition from any new group which prohibits membership in the organization because of race, religion or color. We do not believe, however, that the University could, without discrimination, withdraw recognition and thus jeopardize vested property interests merely because the organization was unwilling or unable to waive its legal right to define in its constitution the qualification of its members. Therefore, the action of the Student Affairs Committee, in approving the foregoing resolution is hereby rescinded."

Signed: Alexander G. Ruthven, President, University of Michigan, May 24, 1951.

February 14, 1952 - The Student Legislature by a 27-1 vote passed a motion which said that fraternities should act positively against clauses in their national convention; and if they were unable to present evidence to the Student Affairs Committee at the beginning of each year that they had followed this procedure, the group should be denied recognition by the Student Affairs Committee. At this time the student newspaper said that 14 fraternities and one sorority had restrictive clauses.

At this same meeting the Student Legislature voted by

22-14 to oppose the October 15, 1956, time limit they had originally recommended.

On March 11, 1952, the following motion was presented to the S.A.C. by the Student Legislature:

"All campus organizations whose constitutional structures contain discriminatory clauses, which limit or prohibit membership because of race or religion, shall be required to present a motion on the floor of their respective national conventions, asking for the removal of such clauses support and vote positively for such motion.

"If it is impossible to get such a motion on the floor of the convention, the campus organization shall be required to present, support and vote positively for a motion, asking for a suspension of the rules to consider the removal of discriminatory clauses. These organizations must show evidence (if no national convention has been convened during the past two years) that they have petitioned their national organization to call a national convention for the purpose of acting upon their restrictive clauses. This shall not be construed to interfere with the rights of groups to accept or reject individuals nor shall it prevent church-sponsored religious groups, whose primary principles and activities are religious in nature, from requiring that their members accept certain religious tenets.

"Such campus organizations shall be required to report to the Student Affairs Committee at the beginning of each school year the action taken at their last national convention; or if no convention was held within two years, that the fraternity petition for such a convention under provision of: If any campus organization shall not have taken the action required by paragraph one at its last national convention, it shall be denied recognition by the Student Affairs Committee until such clauses have been removed." The motion was carried by another 7-6 vote in the Student Affairs Committee.

On May 21, 1952, at the Student Affairs Committee meeting, the chairman read the following communication from President Hatcher, in which he declined to endorse the recommendation of the Committee on Student Affairs. He said, and I quote:

"After careful study of the proposals for reforming the constitutions of the fraternities and after consultations with various groups concerned, I hereby submit my view on the subject. The University of Michigan brings harmoniously together in a common pursuit, all nations, races and creeds. On its campus, all

are equal. Since the Declaration of Independence and the ratification of the Constitution, the nation has moved toward this ideal. The progress in recent years has been notable and gratifying. The fraternities and sororities have responded to this changing atmosphere. There are indications that they will continue to do so. The overwhelming majority of us are in agreement on the principles of our democratic society. Difference of opinion arises on the question of methods and time sequence. We believe that the processes of education and personal and group convictions will bring us forward faster, and on a sounder basis, than the proposed methods of coercion. While commending the sincere and earnest concern behind the proposal of the Committee on Student Affairs, as submitted by the Student Legislature, the University must decline to endorse this mode of attack."

Signed Harlan H. Hatcher, President of the University of Michigan, May 20, 1952.

In conclusion, although the University of Michigan recognizes no official Michigan Plan, some groups about the country are presenting a so-called "Michigan Plan" as being one which calls for a time limit deadline on clause removal. This plan is not in operation at the University of Michigan. The proposed plan, as outlined above, has been vetoed by former President Ruthven and later a revised plan was vetoed by President Hatcher. (Applause)

DEAN LLOYD: In our discussion of these two very closely related subjects, we shall not attempt to make a rigid division with reference to comments, but in order that we will not give inappropriate time to one over the other, it perhaps will be advisable for us to begin our discussion on the National Interfraternity Conference, and then to move to the Michigan Plan, although as I say, we shall not attempt a really rigid division on comments.

Now I would like to give some protection to members of the panel. We do not want to spend all of the time in commenting, but we can be easily hurt if you do not give us a chance of some kind. We are rather delicate about this situation. But we are going to give precedence to the comments and questions from the floor, so if you run us right out of business that will be all right. We will go home and take care of our sobbing there, rather than saying any more about it here. I suppose that brings us therefore on to a discussion of the baldheaded man. (Laughter)

Does any member of the panel care to raise a point with reference to Lloyd Cochran's comments, or any remarks?

DEAN DUSHANE: I would like to raise a question. I know I cannot answer it, and I do not think there is an answer for it. Certainly the problem of fraternity membership, the qualifications for it, is currently the hottest one. But I want to raise here another problem: I think that the fraternities face from the faculty members, by and large (most of them), a feeling that fraternities are anti-intellectual or that they are placing emphasis on things which are peripheral to the fundamental task of the educational institution.

Faculty members over the years have certainly had plenty of opportunity to view fraternities to see how they act, to see how their members develop or fail to develop. That faculty viewpoint of indifference or mild hostility, or a feeling that the fraternities are working in a direction different from the faculty members, ought to be of concern to the fraternities.

Coupled with it is a feeling among a number of the best students that the fraternity may be, after all, an anachronistic organization, that in the 19th century there were rural lodges, when there wasn't much else to do, that emphasized the ritual for farmers and the working men in town, that with the growing complexity of our society other interests have largely supplanted them, and that the serious minded student in the same way does not have time for compulsory song practice, and compulsory attendance at intra-mural athletic events, and compulsory this and compulsory that; and that he has not any longer the reaction to the ritual or the appeal to the ritual which his father and his grandfather had.

If the fraternities face indifference on the part of the faculty, and appeal on the part of substantial numbers of good students, the fraternity really does not have an intellectual or educational contribution to make. That is one of the most serious problems facing the National fraternities today. I do not know if there is an answer to it.

We have recognized it at Oregon, and we have tried to eliminate the compulsory features, and tried to get the fraternities to eliminate those compulsory features. It might be that some member of the convention might have some light to throw on that.

DEAN LLOYD: Thanks, Don. Is there someone who would like to comment or raise a question on Don's contribution?

MR. EDGAR J. FISHER (American Friends of the Middle East): Some of us have been about for a number of years in the activities of the NIC, and I would like to comment on the point

that you just raised. One of the things it would seem to me that fraternities sometimes miss out on -- and I would be interested if they are doing a better job in this respect than they have done in the past -- was that they did not sufficiently associate themselves with the academic purposes of the colleges and universities. Now I want to know how they can do that and become more than simply the social clubs on campuses.

I would have a couple of suggestions. One is that they should increase their interest and activity and in what was mentioned by Mr. Cochran, and that is trying to assist foreign students to come to the United States on scholarships; and in the same way have their own members go to other countries. That is a very real association to the academic purposes of the institution.

Another which is common technique in some cases is to organize, instead of simply the social affairs, to organize discussion groups on either domestic or foreign problems within the fraternity and for the fraternity group, sometimes asking members of other fraternities to come in, and thus have experts in one field or another come in and have fraternity seminar discussions on important questions.

MR. COCHRAN: I think that is a wholesome sign, as I read the fraternity situation, and I think they are becoming more interested in some of those things than we were when I was an undergraduate. I think we realize certain constructive values in that kind of a program, and that those values and those programs must be woven into the pattern of a fraternity life, and in turn into the university life to be of real, effective contribution.

DEAN BURGER (Colo. School of Mines): I am going to ask this question concerning the matter of the deferred rushing. We are putting up our first dormitory this year, to be available or ready for September. Several of the fraternity men have come to me and said, "What is that going to do for us if you require freshmen to live in the dormitory at least for one semester and perhaps for a year?"

Our present plan is not to be arbitrary about it, because the first dormitory would not take care of all of the freshmen class. But they are raising the question now, before it goes too far.

I am wondering what the experience has been on campuses where freshmen are required to live in the dormitory for at least the first semester or first year? What is the deferred pledging situation there?

DEAN LLOYD: Does some member of the panel, or from the floor, care to respond to that inquiry?

DEAN CARL W. KNOX (Miami Univ., Oxford, Ohio): We do have a deferred rushing program at Miami, and have had for some time. I think this partially answers at least a segment of Don DuShane's question, in that all of our freshmen must prove themselves scholastically before being eligible for pledging, and it does eliminate some poor scholastic risks in the fraternity picture, which in the long haul gives them more continuity in their membership.

Just Thursday of this past week a special meeting of our Interfraternity Council was held, and it was interesting to note that our elected representatives of the fraternities turned down a proposed open rush with deferred pledging, and felt that they were very happy with the situation as it now stood. There are reasons for that which singularly apply to Miami, that all Freshmen are required to live in university residence halls and eat there, and their academic advisers of course are located there in those halls as well.

We feel on a long term basis that the adjustment of the university scene is well handled by these faculty representatives. They can make that switch and relationship in the fraternity picture after that first semester when they have proven themselves as average or better than average students.

DEAN CONNOLE: I would like to expand the question to ask perhaps if it is not possible, the issue is not with a program of deferred rushing, but a change over from first semester rush to deferred rushing, which throws your fraternity budgets all the way out of kilter. Now, which is the most serious consideration?

DEAN GEARY EPPLEY (Univ. of Maryland): I would like to know whether we are talking about two weeks, a month or a semester, or a year in deferred rushing. When you talk about spot pledging and years -- we have never had spot pledging, but we have had, off and on, everything from two weeks to one semester. We have never had a year. I think that is the point that has been brought up. In the semester before pledging, they say, "We have certain rules in the International and we cannot take them in until September." They say if they defer their rushing until the beginning of the second semester, then they cannot take the men into their fraternities until September, which I agree is bad. But I should think that would be something that there could be some adjustment in the national fraternities.

I was wondering, Mr. Cochran, what you mean when you say "deferred rushing"? How long a period?

MR. COCHRAN: Mr. Chairman, I think it would be somewhat presumptive of the National Interfraternity Conference to try to define that, particularly as it might apply to Maryland, and as it might apply to Washington, and the Colorado School of Mines.

The question which we are talking about, it seems to me, is somewhat relative in its relationship. We feel, basically, as I said before, that if fraternity membership is good, then as early as a man can get the benefits of that fraternity membership it helps to compound the benefits that may come from it, but in getting him in early, we do not want to be putting square pegs in round holes, and round pegs in square holes, so there should be a sufficient time elapse so you can evaluate that man as to his ability to do academic work, and so that he might know the fraternity, and so that the fraternity have an opportunity to know him.

I think the thing that most fraternities would be interested and anxious to receive would be merely the spirit that prompted the question of the man from the Colorado School of Mines, "What is the right thing to do?" And, based on the relative position of what your rushing is now, what may we be able to do in accomplishing the purpose that a university may want, and still at the same time not completely upset a fraternity budget or a fraternity operation?

I know that there are many dormitory construction plans that are a sizeable part of your programs today, and we are for those. We are glad that they do come, and today that represents a surplus of space and you have to fill that space. We recognize that. But part of our problem, as you from Washington have suggested, becomes that we do not destroy the means or the fraternity in the process of doing that, and that we sit down in a give and take idea, and see how we can work that problem out on each individual campus.

If we can believe the forecasted figures of university registration, some 3, 4, 5 or 6 years from now I think you folks are going to need that fraternity housing, come 1960 perhaps. Let us not destroy it in the meantime, if there is any way we can keep it alive and still not definitely interfere with your own university program.

SECRETARY TURNER: Wes, I want to shift the subject, if I may do so. I would like to raise a question with Jim, in regard

to the attitude of NSA. Isn't it true, Jim, that NSA at its National Conference last summer somewhat changed its point of view in regard to this discrimination question? Didn't they take a different approach at that time? I think that is not widely known, and I think it might very well be explained for clarification in this group.

MR. EDWARDS: When you say NSA, that is the delegates who come to the National Congress, hashing over this problem?

SECRETARY TURNER: Yes.

MR. EDWARDS: The stand was changed somewhat in regard to this particular problem. As a matter of fact, I am not particularly familiar with previous stands so I do not know just in what particular respect this policy differs from previous years. I think the emphasis is more and more upon education and asking the members of the fraternities on the individual campuses to work through their national organizations to attempt to effect a change in these policies. I think the primary change is in emphasis, in urging the individual fraternity members to work through their national organizations to change discriminatory policies.

DEAN LLOYD: Thank you, Jim. I recognize quite a number of hands now, but in view of time elements, unless there is something that we might strike that is rather urgent on this particular problem, it might be advisable for us to move over to the Michigan Plan.

DEAN BALDWIN: I would like to remark on the issue of taking foreign students. In Cornell, we have on our campus a system whereby we take in 18 foreign students in fraternity houses, and they are given scholarships by the University, complete scholarships. The fraternity gives the student room and board, and each year we have about 18 of those men who come and live on the campus. It was originally the Bowdoin Plan, I believe. The idea is not original but it has worked out beautifully, and that is our general scheme.

The boys come in and look over the folders of the foreign students as they apply for the coming year, and those are the men who are chosen to live in the fraternity houses for that year and possibly to continue on. Some of them have lived on for three or four years on that basis.

Our only complaint has come from the graduate school who think we should have more graduates getting those foreign

student scholarship than undergraduates, but they have their own fellowship program and the other areas of scholarships in the various colleges from which they can draw, so they think this is a very good contribution. These men live in the houses with the fraternity men, and therefore we feel it is a betterment of international relations.

DEAN MC LEOD (Northwestern University): I would like to ask if NIC is strongly endorsing the idea of Greek Week? Do you feel it is a valuable thing?

MR. COCHRAN: Yes, I would say definitely we are. We are trying to enlarge it so it not only one week but so it becomes a permanent and continuing thing, and also relating that to Help Week, so we do not just help the community one week, but we do it as a part of a permanent pattern. We have a committee on that and they are very active.

DEAN McLEOD: Living on a campus that has national fraternity offices on our campus, we have resisted Greek Weeks. From our idea, that is not a device of influence to unify your community. You are setting the Greek Society over here, and the non-Greeks over here. The majority of our students are Greek, but the alternative is that we have our Interfraternal Council Executive Committee. When it holds executive sessions it invites the president of the Interhouse Council, which is the independent group, to sit in with them, and the same thing is true vice versa.

We set up our institutes for the operation of the various houses and they participate in the same thing as the Interfraternity Council.

MR. COCHRAN: I think that is an excellent idea and I think most of you deans would find that your Interfraternity Councils are not interested in promoting Greek Week or Help Week in terms of fraternities alone, but would welcome the same cooperation as a university-wide program. We only have the opportunity of contact and promotion of that thing through our member fraternities, but we do not feel that we are sponsors and sole owners of the ideal, and we welcome the opportunity, as has been on some campuses, to make it a general situation and not only fraternities.

DEAN SIMES (Penn State Univ.): I would like to ask a question of Mr. Cochran: Has any thought been given by the NIC in providing greater opportunities for deans to participate in the NIC? In other words, to try to integrate deans into the program to a greater extent, to present the problems which, at least in our mind, are of great importance to the NIC and the

fraternities?

My experience has been that we sit as observers, and our only contact with the NIC is through individual members whom we meet outside of the conference room. There is a great division between undergraduate groups, national officers, and deans, and no opportunity for three-way participation.

MR. COCHRAN: I am glad you mentioned that, Dean Simes. One of the responsibilities of the Educational Advisory Committee of which Mike Doherty is the chairman, is just that specific thing for this particular meeting, because we have been extremely conscious of that fact. We have not provided the machinery for you men to come and get enough out of the meetings of the National Interfraternity Conference, and we hope to correct that thing. We are probably doing it as amateurs, and I hope that you may give us your comments as to how it may be done, but that was one of the reasons, Dean Simes, which promoted the reorganization of the fraternities, so that we could lift out (after the annual meeting) one of those things of the business nature and put it in the house of delegates, so we would have more time for that type of constructive operation. And, with your help, I hope we may be able to come up with a forum this year, whereby we can do just exactly that and it may be constructive. Thank you.

DEAN LLOYD: We shall take an additional five minutes in our discussion, and let's throw it open to either of these two subjects that you care to work on.

DEAN DUNFORD (Univ. of Tennessee): I feel a type of thing like has been mentioned, this scholarship aid and help to foreign students, or the Help Week type of thing are very valuable things from a public relations standpoint. I would like to see more interest all the way through on this scholarship thing, because I think these are superficial things you can do and perhaps cement good relationships. But right from the top, I think, from the standpoint of the faculty or the administration, and certainly from the leadership in the national organizations in the NIC, we should get more help.

DEAN DuSHANE: I want to make a comment on that. Six years ago I went to Oregon and checked on the number of Greeks who have been elected to Phi Beta Kappa. Twenty per cent of the male Phi Betas were Greeks in the three preceding years, and 50 per cent of the girls belonged to sororities.

We succeeded in increasing the respectability of Greek membership so that the figures for last year, the total figure

was 62 per cent, and three quarters of the girls elected were sorority girls, and half of the men were fraternity men. I think that is the kind of thing that we ought to get more concerned about, if we are friends of the fraternity system and interested in their long-range status on our campus.

DEAN LLOYD: John Devine, I hope that this question will not take advantage of you here when you are not wanting particularly to speak to it, but I think it would be of special interest to us to get a picture of this from an institution such as Virginia Polytechnic. Do you have problems that might be of use to us on your campus?

DEAN JOHN M. DEVINE (Virginia Polytechnic Institute): We have two fraternities at Virginia Polytechnic, the theory being that since we are a military college, our organizational structure by Companies and Battalions, provides the necessary social groups and activities. There has been a great deal of discussion, particularly in recent months, about the advisability of authorizing or recognizing fraternities at VPI.

We have there a civilian student body, about 1400 members, of almost equal strength to our military students, who are not so well organized. We have student dormitory clubs in order to fill the gap left by fraternities. They have not been particularly successful. The problem is being very much debated even now at VPI.

DEAN LLOYD: I was slightly selfish in that, in wondering how many of this group represent institutions at which there is no fraternity or sorority. I wonder if we might have a show of hands on that? (They raised their hands) It is a very large minority -- about a half dozen of them.

DEAN HAROLD M. MYERS (Drexel Inst. of Technology): In view of Don DuShane's comments and my colleague from Tennessee, I would like to present a picture of the atmosphere at our college, which I think may be somewhat different, particularly from that related by Don DuShane.

I think first of all our faculty administration -- at least the vast majority of them -- would wholeheartedly endorse our fraternity system at the college as a positive, constructive force on the campus.

On the subject of academics, our lowest ranking fraternity, academically speaking, on a year-to-year contest has been able for the past fifteen years, to my personal knowledge, to maintain an average above that of the all-school average.

In reference to interest in foreign students, our fraternities have, I think, given wholeheartedly and aided greatly. I have one comment, however, that Mr. Cochran might have an interest in, and that is that I feel that the national offices have not given the same wholehearted endorsement to the academic endeavors of our chapters as have our own campus organizations, including the IF Council.

I have also an observation to pass on with reference to discrimination. It is rather interesting perhaps in view of the atmosphere currently prevalent. The only comment which I have had since World War II on the subject of selectivity or discrimination, as you will, has come from one of our fraternities composed completely of a so-called minority group. The complaint was from a representative of that group concerning the fact that the other fraternities for the most part had eliminated their discriminatory clauses, and thus made the competition very difficult. (Laughter)

Lest I indicate that I am too naive, I might say that I have had no communication in the last four days from the campus. (Laughter)

DEAN LLOYD: I am sure this discussion could move on with profit for some time. It would be especially helpful to me because I represent an institution where there are no fraternities or sororities, and I have gone naively on from year to year without having to learn about some of these most critical problems.

Before turning this back to Bob, I want to express appreciation to each member of the panel. I have never worked with a panel that did less. (Laughter) Nor I don't remember of working on a panel where the comments that were made were so insignificant. (Laughter) Bob, take over. (Laughter)

PRESIDENT STROZIER: In any case, we thank you very much. (Laughter)

Fred, do you have announcements?

... Announcements ...

PRESIDENT STROZIER: We are now adjourned.

... The Conference recessed at eleven-fifty o'clock ...

TUESDAY AFTERNOON SESSION

May 4, 1954

The Conference reconvened at two-five o'clock, President Strozier presiding.

PRESIDENT STROZIER: Let's get this show on the road now. The first report of the afternoon will be from Stanley Norton, the final report of the Registration Committee. Stanley Norton.

DEAN NORTON (Registration Committee): President Strozier and Delegates: On behalf of the registration committee I have these statistics to report to you:

The final figures on registration, a total of 229. The largest representation from any state is that from Ohio, from which 25 men are represented. (Applause) New York and Pennsylvania are tied in second place with 19 each. (Applause) Florida and Michigan third with 15. (Applause) California, Illinois and Indiana with 13 each.

A total of 44 states, the District of Columbia and Hawaii are represented. The only states not represented: Arizona, Idaho, Montana and New Mexico.

The delegate who traveled the greatest distance was Harold Bitner of Honolulu.

PRESIDENT STROZIER: Thank you very much, Stan. I think Hurford Stone traveled as far as Bitner did, but he went all over the country getting here. (Laughter)

Don MacKay for the Hospitality Committee, representing Richard Fletcher from the University of Virginia.

DEAN DONALD M. MacKAY (University of Virginia): Mr. President, the Hospitality Committee assembled here Friday Evening and were on hand to greet delegates and their wives as they came in Friday and Saturday morning.

Mr. Fletcher wished me to express his regrets to you and to the members of NASPA that he was not able to attend.

We did our best to get people to know each other, and did quite a bit of emphasis on getting the new people to meet the old. We hope we accomplished that task.

PRESIDENT STROZIER: Thank you very much. I think both

the Registration Committee and the Hospitality Committee, the Reception and Hospitality Committee, did excellent jobs. Some of us were talking this morning about the possibility of doing even more than has been done for the new men. There are a number of new men in this meeting. We hope that they have been drawn into the informal associations with the older members of the Association.

I am going to make a suggestion to the new president and to the executive committee that perhaps next year we formalize it even a little more by perhaps assigning new members to some of the older members, man for man, so that they will get a little better drawn into the groups. One of the great virtues of this organization, I feel, is the informal contact, and it is possible for a man to get lost in the crowd. I hope that none of them have on this occasion.

Don Mallett on the report on the Orientation meeting.

DEAN MALLET: President Bob, I think I can be heard here, if I may.

PRESIDENT STROZIER: You have a voice like a fog horn.
(Laughter)

DEAN MALLET: That's correct. If you want it louder, I can make it such, I am sure.

At the Orientation session on Saturday afternoon there were between 75 and 80 newcomers there, with the usual sprinkling of oldtimers that insisted on coming in for refresher. We had a panel of five answer men and five newcomers who served as quiz men.

I think the main areas which the new men appeared to be interested in were: Basis of membership in the Association, the organization, internal organization and function of the Association; some of the objectives which they could look forward to obtaining here in the meeting.

As near as we can determine, I think they at least got some kind of an answer to every question they asked. We kept the speeches out of the meeting. Don Gardner was one of the answer men, and I would submit to the group that that was quite a feat to keep speeches out with Don on the panel. (Laughter)

PRESIDENT STROZIER: I consider that a feat.

Carl Knox, with the report on the meetings at the luncheons.

DEAN CARL KNOX (Report on Luncheon Meetings): For the Luncheon Table Topic Committee, I would just like to say there were about 150 on the first day, on Monday. The other day we had about 150, and we were certainly happy with that response.

We want to follow through from the standpoint of topics and we will run a tally and pass them on to Fred for future planning.

PRESIDENT STROZIER: Thank you very much.

Bud Rea on Resolutions.

DEAN WALTER B. REA (Chairman, Committee on Resolutions): Mr. President, I would like to thank the members of the Resolutions Committee for their good services; and to offer on their behalf seven resolutions for the consideration of this Conference.

RESOLUTION NO. 1

RESOLVED: That we pay tribute to our good friends:

Dean John L. Ballif
Dean Herbert E. Lattig
Dean Charles M. McConn, and
President Emeritus Fred Mitchell

whose deaths during the past year have saddened us. May we stand reverently together in honor of these four men.

... The assembly arose and stood in one minute of silent meditation in tribute to these four men ...

DEAN REA: Resolution No. 2:

RESOLVED: That the Conference express its appreciation to the officers, Executive Committee and staff of NASPA, and to the Commissions of the Association for their thoughtful planning and efficient implementation of this most pleasant and profitable meeting.

Mr. President, I move the adoption of this resolution.

PRESIDENT STROZIER: Is there a second?

... The motion was duly seconded ...

PRESIDENT STROZIER: Any discussion? If not, all those in favor make it known by saying "aye." Opposed. It is adopted.

DEAN REA: Resolution No. 3:

RESOLVED: That the Conference extend sincere thanks to: (A) President Francis P. Gaines and Dean Frank J. Gilliam of Washington and Lee University, and to President H. Sherman Oberly of Roanoke College for providing pleasant extra-curricular portions of the program, and (B) to Mr. Kenneth Hyde and staff of the Hotel Roanoke for their efficient and thoughtful services.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT STROZIER: All those in favor say "aye."
Opposed. It is carried.

DEAN REA: Resolution No. 4:

RESOLVED: That the guest speakers who, at considerable personal sacrifice and inconvenience, have enlightened and strengthened our meetings, be notified in writing of our deep appreciation of their significant contributions to the Conference.

Mr. President, I move adoption of Resolution No. 4.

... The motion was duly seconded ...

PRESIDENT STROZIER: All those in favor say "aye."
Opposed. It is adopted.

DEAN REA: Resolution No. 5:

RESOLVED: That the Fraternity Secretaries' Association be invited to designate a representative group of its members to participate in future Conferences of NASPA for the purpose of discussing mutual interests and objectives.

Mr. President, I move the adoption of the resolution.

... The motion was duly seconded ...

PRESIDENT STROZIER: Those in favor say "aye." Opposed.
It is adopted.

DEAN REA: Resolution No. 6:

RESOLVED: That the President appoint a committee to collaborate with Mr. Walter A. Taylor, Director of the Department of Education and Research of the American Institute of Architects

in investigating and studying current trends in the planning and construction of Residence Halls for single students and housing facilities for married students.

Mr. President, I move the adoption of the resolution.

... The motion was duly seconded ...

PRESIDENT STROZIER: Those in favor say "aye." Opposed. It is adopted.

DEAN REA: Resolution No. 7:

RESOLVED: That NASPA promptly indicate to President Albert C. Jacobs, Chairman of the Commission on Student Personnel of the American Council on Education, the desire of NASPA to cooperate fully with his Commission in any and all aspects of its student personnel studies.

Mr. President, I move the adoption of the resolution.

... The motion was duly seconded ...

PRESIDENT STROZIER: All those in favor say "aye." Opposed. It is adopted.

I think we are due a vote of thanks to Bud Rea and his committee for not only doing their work effectively but with brevity and clarity.

Next is the report on Nominations and Place, by Don Gardner.

DEAN GARDNER (Committee on Nominations and Place): May I come forward?

PRESIDENT STROZIER: Come forward. (Laughter) Unaccustomed as you are --

DEAN GARDNER: -- to public speaking. (Laughter) Since I have been insulted by everybody up here, I think I will make a speech.

As you all know, Purdue is to be the place of meeting in 1955. Don Mallett has set the dates, April 17, 18, 19 and 20. April 17th is Sunday evening, or rather, we will begin on Sunday evening. Also, Don has told us that it is going to be possible to attend the Philadelphia symphony on Tuesday night, right, Don?

DEAN MALLETT: Right.

DEAN GARDNER: So the Executive Committee will have to make their plans accordingly if the Association wishes to attend.

Then in '56, as I think you all know by this time, we are at long last going back into civilization. We are to go to California at Berkeley, at last. (Applause and laughter) Our dear friend out there, Hurford, says that it will be possible for us to meet there either the third or fourth week in June, and that if we met after the 18th of June, he will be able to provide some space in the dormitory for families. That is for all.

Now, Mr. President, the Committee wishes to recommend that in 1957 the Conference meet with Ed Cloyd at North Carolina State, at Raleigh, North Carolina, and I so move.

PRESIDENT STROZIER: Do I understand that you are moving the Berkeley and the North Carolina?

DEAN GARDNER: Berkeley was decided last year.

PRESIDENT STROZIER: Okay. Then there is the motion that we meet at Raleigh in the spring of 1957.

... The motion was duly seconded ...

PRESIDENT STROZIER: Is there any discussion? If not, all those in favor make it known by saying "aye." Opposed. It is carried.

DEAN GARDNER: It is customary to thank the members of a committee, I discovered, so I thank the members of this committee. Before I come to the nominees for the office, the committee asked me to thank all those of you who had made contributions to the committee in your efforts to secure a position in this organization. (Laughter) They are duly thankful, and we need no investigating committee, Mr. President, to check things up.

Nominations are:

For Vice Presidents

John E. Hocutt, University of Delaware
W. B. (Bud) Rea, University of Michigan

For President:

John H. Stibbs, Tulane University.

I move you, Mr. President, a ballot be cast for the election of these officers.

... The motion was duly seconded ...

PRESIDENT STROZIER: Are there nominations from the floor? If not, it has been moved and seconded that these officers be elected. All those in favor make it known by saying "aye." Opposed, by like sign. It is carried.

I would like to ask Wes Lloyd to escort Jack Stibbs to the platform, and Fred Weaver to escort Bud Rea, and Paul Eaton to escort John Hocutt to the platform, is you would -- if you can find these blushing violets. (Laughter)

... Applause as the newly elected officers were escorted to the platform ...

PRESIDENT STROZIER: I am very happy to present the new officers. Fred, I think you ought to come up. I did not have you escorted, but I think you ought to sit up here.

... Applause as Secretary Turner came to the platform ...

SECRETARY TURNER: I have a year to run yet.

PRESIDENT STROZIER: He is hardly what would be called a new officer of the Association, and we should thank God that he is not a new officer, because Fred has kept us all going all these years, and we are glad he has another year. I told him that we were going to elect him in perpetuity at the end of this year, to his position as Secretary.

I do welcome these officers. They are all people who have made many contributions to NASPA, and I feel sure that the leadership will be of the very best in their able hands. I think we ought to hear a word from Jack Stibbs. Jack has distinguished himself, of course, in his work with Commission III. He has been untiring in his efforts in that and in other matters that concern NASPA. I am very happy, Jack, that you are to be the new president, and I think we ought to hear a few of the words of wisdom, the pearls, that drop from your lips.

PRESIDENT-ELECT JOHN H. STIBBS: Thank you, Bob.

Gentlemen, I will simply say briefly that I am very highly honored, and that during my year of office I pledge you that I shall do everything in my power to serve well this Association and its individual members. Thank you. (Applause)

PRESIDENT STROZIER: Veep Hocutt, we would be glad to hear from you.

VICE PRESIDENT ELECT HOCUTT: Thank you, Bob. Well, I would say, thank you very much for the honor that you have extended to me, and assure you that I will work with Jack and Bud and the Executive Committee of this Association to the best of my ability. Thank you. (Applause)

PRESIDENT STROZIER: The next Veep, Bud Rea.

VICE PRESIDENT ELECT REA: I can only echo my thanks and appreciation for the opportunity of serving NASPA, and I will endeavor to assist the two Jacks in their endeavors to the best of my ability. I thank you all. (Applause)

PRESIDENT STROZIER: Fred, do you have any business?

SECRETARY TURNER: No, I do not.

PRESIDENT STROZIER: Do we have new business that should come to the floor at this time?

I would like to remind the people who have been staying through afternoon sessions and going to eight o'clock dinners that the cocktail hour does not start at the end of this session this afternoon. (Laughter) We will be out in about five minutes and that dinner isn't until six-thirty. We would like a fine and able representation at dinner this evening, brighteyed as you were this morning. (Laughter)

If there is no other business, then the meeting is adjourned.

... The Conference recessed at two-thirty o'clock ...

ANNUAL BANQUET SESSION

TUESDAY, MAY 4, 1954

The Annual Banquet Session convened at six-forty o'clock, President Strozier presiding.

PRESIDENT STROZIER: Will everyone stand, and Father Rock will give the invocation.

DIRECTOR J. A. ROCK (Georgetown University): Blessed art Thou, O Lord and our God, King of the Universe, who bringest forth bread from the earth. Bless us, O Lord, and these Thy gifts which we are about to receive from Thy loving hand. Grant that we may partake of them in freedom, in peace, and in the spirit of charity and desire to share them with all men throughout the world. This we ask in Thy Holy name. Amen.

... Dinner was served ...

PRESIDENT STROZIER: I am somewhat sad tonight, because this ends my term of office as President of NASPA. I have been somewhat more gay each night because I have said that you would want to know who "these sordid characters" were at the head table, but I have gotten a little sentimental. When a fat man gets sentimental, of course, it is really something.

So I will say I want you to meet the distinguished people at the speakers table this evening, all of whom, thank god, are not going to speak. (Laughter) Many of them you know, but I think you should have them identified for their own particular distinction.

The first is Dean "Bud" Rea from the University of Michigan, and please restrain your applause until I have gone down the line, if you will. Bud Rea.

John Hocutt whom we remember so kindly for our happy days at Williamsburg, and now at Delaware.

Ed Cloyd, who has been a member of this association for the last 200 years. (Laughter) Fortunately.

The next we are very happy to have, Dr. H. Sherman Oberly and his wife. Dr. Oberly is the president of Roanoke College. Dr. and Mrs. Oberly, we are very happy to have you with us this evening. (Applause as they arose) You see, they couldn't restrain themselves, such charming people.

Mrs. Cloyd -- skipping a couple of characters here. (Laughter) And Father Rock, who gave the invocation, from Georgetown, whom we all know and love. And May Hocutt, whom we all know and love. (Laughter)

And the new president of NASPA, John H. (Jack) Stibbs from Tulane. Stand up.

Mr. Taylor, who gave us the interesting address yesterday, from the American Association of Architects.

Fred Weaver from the University of North Carolina.

The next man you'll never guess who he is. (Laughter) You'll never guess. Fred H. Turner of the University of Illinois.

... Prolonged applause ...

PRESIDENT STROZIER: Before I turn the microphone over to the Toastmaster of the evening, I would like to call to your attention two people who have served us so well at this convention. Miss Yates, whom we know and love from all these years, and who is always with us. Miss Yates, will you stand up. (Applause as she arose) And Mrs. Edna Oakey of Roanoke. We are very happy to have you with us. (Applause as she arose) We appreciate all your good services.

Fifteen years ago Bill Tate, who is the Toastmaster tonight, and who most of you know for his stories and for his perennial good humor, saved me from a fate worse than death. He snatched me from what looked to me like an interminable job in a Junior College in the state of Georgia, to the University of Georgia. And he and I there were colleagues. He was my boss, and he has been since that time, and before that time, one of my great and good friends.

When I became president of NASPA, one of the only requirements that I put was that when I presided at the final dinner Bill must be the Toastmaster. I know all of his stories. I could tell them before he gets up, and you wouldn't even laugh if I told them. (Laughter) And you will probably be greatly amused when he tells them himself.

It is a pleasure for me to introduce to you my great and good friend, Will Tate. (Applause)

TOASTMASTER WILLIAM TATE (University of Georgia): Down in Georgia there is a county called Telfair. Some years ago when Mr. Talmage was running for Governor, twenty-three men who

had died since the last election voted late in the afternoon in alphabetical order, (laughter) and the Atlanta Constitution won a prize for revealing that information.

I might remind you that over in Spain there is a particular section where when a bull calf is born he is destined for a very tempestuous career, because bulls from that section make the best fighters in the arena in Spain. And I would like to say that the two most distinguished citizens born in Telfair County are Mr. Robert Strozier of Chicago, and the lately lamented Gene Talmage of Georgia. (Laughter)

Also in coming up here, I do get to renew a good many acquaintances. Don Gardner left this afternoon, and I discussed professionally with him the way we cure colds in north Georgia. There are two remedies. One by my father's family, in which they take five gallons of raw, north Georgia corn liquor, and stir two teaspoonfuls of sugar in it -- take it regularly to prevent colds, double the dose when a cold is coming, and triple it when they have a cold. (Laughter)

Now my mother's people are a bit more conservative and they don't like the Tate cold remedy, so they take five gallons of corn liquor, but instead of putting two teaspoonfuls of sugar in, which makes it too damn sweet, they make it one. (Laughter) And we could have used that remedy if Mr. Gardner had remained sick, but he left. (Laughter)

Also of course, I realize that you have come somewhat "down south," and two years from now you are coming a little farther toward the south when you visit North Carolina. Some day I hope that NASPA, or maybe by that time, they will change the regulations and it will be both NASPA and NASMA, (laughter) and all kinds of other things, that you will really come down south to Georgia.

North Carolina, of course, used to say that she was the vale of humility between the two mountains of conceit, referring of course to Virginia on her north and Carolina on the south. South Carolina is the one that inveigled us other southerners into the late unfriendliness, (Laughter) because she persuaded us that we could just lick the north under any circumstances.

You know, South Carolina's attitude toward the rest of the world is pretty well exemplified by the boy in the geography class who said that Charleston was the town where the Ashley and the Cooper rivers flowed together to form the Atlantic ocean. (Laughter)

So North Carolina has been between Virginia on the north, and South Carolina on the south and has become a hotbed of southern individualism.

Of course, the interesting thing in the years that have gone since the so-called unpleasantness, has meant that the Republican Party is now the one of decentralization, and they stand for the principles for which we fought; and we Democrats on the other hand, who have fought somewhat in vain for states' rights, are now the party of central government.

I am also conscious that I missed the last two times. My mother had pleurisy. This time she did too much work in the yard the other day and the Doc put her in the hospital. We carried her to a hospital where they had a cardiograph and all kinds of other modern ways of deciding what is wrong with a person, and yesterday before I left I talked to the doctor who is supposed to be scientifically trained with all kinds of modern equipment, and he could be pretty graphic at times. I said, "Doc Perchison, I don't want to leave if mamma is bad off. I want to know whether I can go to Virginia."

He said, "Bill, there ain't nothing wrong with Miz Ellie except that she does too damn much when she's too damn old." (Laughter) Which I thought was a pretty good summary. (Laughter)

Also in Virginia there are a lot of rumors. You gentlemen who visited Washington and Lee, of course, probably found out that the rumor that you must carry prayer rugs in Virginia when you mention Robert E. Lee's name, and that you must kneel and face toward Arlington, is of course an unfair accusation. It is perfectly adequate if you bow slightly when Lee's name is mentioned. (Laughter) That is really all you have to do. (Laughter)

The question of being Toastmaster with Mr. Strozier, of course, is an interesting one. I notice he said that he used to work under me, which was true. I also notice that when he made his presidential talk he said he used to work under a man who couldn't make up his mind. Now he isn't referring to me, because if there is anything that Mr. Strozier and I are agreed on, it was the fact that any time in 30 seconds I could make up my mind and his both, (laughter) and on the other hand, in 30 seconds he could make up his mind and mine both. So I wasn't the person referred to there. (Laughter)

Tonight we have a very elaborate program, and the first thing I want to do is introduce E. L. Cloyd of North Carolina,

who has a special resolution. Dean Cloyd.

DEAN E. L. CLOYD (North Carolina State College): Mr. Toastmaster, Distinguished Guests, and Ladies and Gentlemen: If one of you should read the following in a morning's paper,

"Born March 6, 1884, Battle Creek, Michigan.
 "Graduated University of Michigan, A.B., 1909.
 "Married November 25, 1909. Children: Two daughters.
 "Teaching Experience: Escanaba, Michigan, High School 1909-10; Teachers College, Wisconsin, 1910-1919;
 Teachers College, Potsdam, New York, 1919-20," etc.--

it would not be very interesting, would it? But, if we place before these sentences the name of Raymond E. Manchester of Kent State University, these brief statements would begin at once to take on added interest.

The President of Kent State University, Dr. George A. Bowman, in a letter to me dated April 13, 1954, said,

"You will note that Ray came to Kent when the institution was only about eight years old. The first classes held on this campus were scheduled in the spring of 1913. Ray joined the faculty as a professor and head of the then very small department of mathematics. There were very few men on the campus; and, presumably, as we began to get a few, the young and self-conscious institution felt that it should have an Adviser to Men. Ray was appointed to that position in 1923, continuing as head of the department of mathematics. He was made Dean of Men in 1925. In 1947 I made him a full-time Dean of Men."

Continuing later in the same letter President Bowman said,

"He," referring to Ray, "has been a great 'soul' on this campus for almost thirty-five years and has been loved by everyone for his ready wit and keen sense of humor and his tolerant and generous spirit. It has been these qualities which have counted so much in the lives of literally thousands of men who have come and gone in the last quarter of a century."

That is mighty good coming from the president of a college, don't you think?, especially when the man about whom it is written is still living. (Laughter)

But many of us, particularly those of us who have been in this Association a long time, know firsthand how active and

how regular in his attendance upon the meetings of this organization has been Ray Manchester.

We know that, aside from his work as a mathematician and a dean of men, he has in him much of the artist and the philosopher, as demonstrated in his now famous Saturday Letter, which came into being (as he told on a broadcast by the Ohio Telephone Company) because one day in answer to this question directed to a freshman,

"Jim, why should you want to leave college? We've hardly begun to know you."

Jim said, "That's just it, Dean! Nobody knows you around here unless you're a big noise. Me? I get nothing but rules and regulations. Do this! Do that! I'm just a statistic to be pushed around. If that's college, I've had enough of it. If you want to tell me any more about college, you can write me a letter!"

And so, there was born in the mind and heart of Ray Manchester The Saturday Letter.

But Ray Manchester's service has not been confined to his campus and to his students and alumni. On January 25, 1954, the Kent Chamber of Commerce awarded Ray the Kent Medal for Public Service, with these words as a part of the presentation:

"The awarding of this medal is intended specifically to show appreciation for his individual efforts of kindness and constructive counsel; for his efforts in organizing the 'University Club' that brought educators and businessmen of Kent together on common ground."

Like most men who amount to anything, Ray has had beside him and with him at every meeting until this year his wife, Mary Kennedy, who has probably attended more meetings of NADAM and NASPA than the wife of any other member. We regret that illness prevents her being here with us tonight, so that we could say these things to her face to face.

We commend our very efficient secretary, however, for his thoughtfulness in having already arranged to have sent to Mrs. Manchester from this organization flowers or a corsage accompanied by these words,

"Tonight, at the annual banquet of the Deans, a resolution honoring Ray will be read as a part of the banquet program..... Since you cannot be here to join in the festivities

we want part of the festivities to be brought to you in this fashion."

And so, Mr. President, the National Association of Student Personnel Administrators joins the President of Kent State University, the Kent Chamber of Commerce, and the Ohio Bell Telephone Company in paying tribute to Raymond E. and Mary Kennedy Manchester.

PRESIDENT STROZIER: Is this in the form of a motion of the approval from the convention?

DEAN CLOYD: I move the approval of the resolution.

DEAN DEAKINS: I second the motion.

PRESIDENT STROZIER: All those in favor make it known by saying "aye." I hope it will be reported that a unanimous vote accompanied this resolution.

TOASTMASTER TATE: Mr. Strozier said he has heard all my stories. I have too. (Laughter) But they are a little different now than they used to be, because I used to have a southern drawl. (Laughter) I went to Harvard one summer for six weeks and came back home talking so differently that people couldn't understand what I was saying. (Laughter) I kind of lost the drawl that characterized my younger days.

You know, when I refer to the late unpleasantness, both of my grandfathers fought in the civil war and I have always been interested in that event. The south had won the civil war, as far as poetry is concerned, as far as historical novels and oratory, as far as painting and historic shrine. The only part we lost were the battles. (Laughter) Of course, I grew up not realizing we had lost those. (Laughter) My grandfather fought in the Civil War, and he helped lure Sherman all the way from Chatanooga, (laughter) by Atlanta to Savannah, in a strategic retreat, luring him to the Atlantic ocean, where we turned his foot soldiers back. (Laughter)

Then of course we lured him through South Carolina, toward Virginia, hoping that after while he would come up in the rear of Lee's army, and Lee would have Grant on the north and Sherman on the south, and the Confederate Army would be headed then for a victory, because no matter which way they shot, they'd get a Yankee. (Laughter)

You all know the very colorful time when Lee surrendered, in a magnificent uniform with a new sash, to Grant, who was more

unkempt. (Laughter) We have generally forgotten the fact that Sherman and Johnson, who had been friends for years in the early days of their military career, went to a farmhouse in South Carolina to surrender in a more private and less conspicuous way, without any paper to write notes, without any adjutants to consult with, and nothing between them but a quart of liquor.

(Laughter) And tradition says that after discussing the terms and passing the bottle back and forth, Sherman took the bottle, looked at it, and handed it back to Johnson and he said, "No, I've had enough. One more damn drink, and I'll try to surrender to you." (Laughter)

My grandfather was in that war, and somebody asked me today to tell the story about his promotion to captain. Grandfather was an awful nice sort of fellow, but he never did do some things to suit the family. He was president of the Georgia Marble Company, and the company went broke because he charged the Confederate soldiers full price for monuments, and he was selling them for Yankee soldiers who had died at half price. And he said the reason he did that was because he didn't think it was morally right to get so much satisfaction out of a death and charge them for the monument too, so he gave the monuments to the Yankee soldiers. So the company almost went broke. (Laughter)

When grandma died, grandpa got to be quite a wild man in the community. His conduct got pretty bad; so much so that a girl 20 years old had him arrested for attempted rape. Grandpa got in the courtroom, and she began to go into the details of the charges, and the evidence was so complimentary to a man of his age (laughter) that he insisted on pleading guilty as a matter of personal pride. (Laughter and applause)

Of course, the thing that Mr. Strozier is insisting I tell is the story about the promotion of my grandfather from the ranks of the Confederate army to the Captaincy.

They were up in Virginia fighting, and he started across along with the Confederate line, across a little meadow, and there was a little brook across the meadow near the foot of the hill. Though the Confederate lines didn't know it, there were Yankees on top of that hill. When the Confederate lines were dog trotting across that meadow, the Yankees opened fire, and my grandfather, being a good soldier, hit the ground flat. There happened to be a cow there, and my grandfather decided that he ought to wash his face, because that cow had been there in a large measure. (Laughter) And he forgot all about John C. Calhoun's theory of sectionalism and states' rights. He wasn't

interested in the theory of slavery. He simply, as a gentleman would under those circumstances, wanted to wash his face.

(Laughter) So in a somewhat semi-blind condition, he staggered across to the brook, and the Confederate lines saw him moving over toward the Yankees, and they said, "Hell, if Tate can go, we can too." (Laughter) So they charged across the field. While my grandfather paused to wash his face, the Confederate lines swept up the hill and ran the Yankees out.

Then the men on horseback, who always, of course, stay in the rear in a safe position, they decided that my grandfather should be promoted for his heroism on the battlefield (laughter) and they made an officer out of him, a Captain of the Georgia Militia.

We never have been very proud of the fact that after all my grandfather's promotion came because of the fact that a cow had been in a certain place at a certain time, (Laughter) and that he was the victim of circumstances, if you want to say that. (Laughter)

Tonight we have some entertainment, and I presumed I didn't know any of the people who were going to sing, but when I went over to speak to the Directress who is pinchhitting tonight, I found out that she and I were in college together, when she was Miss Carthage, that her father was a Presbyterian preacher whom I heard on many occasions, that she was a sister of the same Carthage who was first honor graduate of my class, and now professor of New Testament and Greek at the New Seminary, and that her husband is a Presbyterian preacher too.

So I want to introduce Mrs. E. D. Vaughn, Director of the local Roanoke College double quartette, who will lead that quartette who will now sing for you, and she will introduce their numbers to you.

... The delegation was entertained by the Roanoke College double quartette ...

TOASTMASTER TATE: We want to thank the people from Roanoke College, and particularly Miss Carthage for singing for us, because we enjoyed it very much. Thank you ever so much. Let's give them another hand. (Applause as the quartette left the hall)

In being toastmaster tonight, I realize that there is another part to the program, and I am not going to monopolize anything. I did promise Mr. Strozier and one woman that I would

tell a story which I have told before --and as I say, it used to be a little different before I went to Harvard (laughter) --and that is a story about my mather on a north Georgia farm. I was born, bred and buttered on a farm. (Laughter) And over the years I have watched people come and go. A lot of funny things have happened.

One time we took a dog and kept him one summer for a Jewish family who visited in New York. A beautiful collie dog, sharp nose, pointed ears, tawny main, small forefeet. A beautiful thoroughbred collie. And that dog would go with my mother wherever she went, including going every Sunday to the Methodist church. That collie dog would sit right outside of the church and right in the aisle next to my mother and listen.

If the preacher took his text from the New Testament, being a good Jewish dog, he would go back home; but if it was from the Old Testament, being a good Jewish dog, he would stay for the sermon. (Laughter) And I was always very puzzled over his subtle theological differentiation (laughter), more so since the Baptists, you know, kicked us out.

How many Baptists are in the room tonight? Hold up your hand please. There aren't as many Baptists up here as there are down south. If you go into a Georgia community, and if people are not either Methodists or Baptists, you know that people have been tampering with their religion. (Laughter) I am surprised there aren't more Baptists here.

My grandfather -- the one I told you about before -- ran a country store and every summer he would go down to buy his goods in Atlanta, and he wore the only good suit he had, with a coat and a vest -- a winter suit, and hot for the summer time. About the only time he wore both shoes and socks; and the only time, certainly, he wore a necktie.

He went down to Atlanta one time to buy the fall goods, and he went to the Kimball House and saw some beer there in August with ice around it. And he drank some beer. A few minutes later he drank some more. There is a little train that goes up through the Blue Ridge Mountains, through north Georgia, which came along and he got on it with some effort. (Laughter) And he decided that he would help run the train. They finally got him out of the caboose, got him off the coal car, and got him seated. When they got him home, the family went in and helped grandpa off the train.

Well the Baptist church tried him the next month for his conduct, and of course he made a full explanation of why he

drank that beer when he was thirsty, when his clothes were so uncomfortable and hot, and how cool and refreshing it was with all that sparkling ice around the keg in the Kimball House in the summer time.

And those Baptists deliberated after my grandfather left, a long time, and they called him back in, and they said, "Brother Tate, we love you." They said, "You have been a part of our life up here. We have gone to weddings with you, and we have gone to funerals, we have been to church with you, and to picnics; and we are going to forgive you for getting a little too much to drink because the Bible speaks of that as a fault and an evil of the patriarchs. Paul cautions: a little wine for the stomach's sake. But here in the Lord's church, when you are being tried for membership, us Baptists heard you tell about seeing ice in Atlanta in the summer time, when we know there ain't no ice in the summer time, and we Baptists are going to put you out for lying." (Laughter) And they did.

So I dedicate that departure of my family from the Baptist Church to the Baptists here. (Laughter)

We have of course, down in the south, a tradition of darkies and the very pleasant relationships between them sometimes and the mistress of the house. [Half the lies I tell are not true at all, of course. (Laughter) But some of them are, including this one, because it actually happened. (Laughter)] One time our cook married, and we got from the field a girl who had never cooked, but who had chopped and picked cotton and done field work like that.

The first day the biscuits were terrible, exactly as if someone had cut out little circlets of blotting paper and fried them in grease. You know biscuits for breakfast, when they are hot and a person wants to eat two and then maybe four, are the peculiar pride of a southern housekeeper. Well that morning, momma was talking with Mamie Dee about the poor biscuits and miserating over the failure, and by sort of interrogative methods trying to find out what had not been done. "Did you put soda in? Did you work and knead the biscuits with your hands?" Mamie Dee had done all those things. Momma said, "Mamie Dee, I want to make a good cook out of you so you will be proud of your cooking, and the only way for me to do it is for you and me to decide what is good and bad, and when it is not good to decide what we can do about it." She said, "I think that you ought to tell me what is wrong with these biscuits."

Mamie Dee, who was tall, was leaning up against the door with her hands folded up under her little serving apron, and

she said, "Miz Ellie, I don't know what's wrong with them biscuits." She said, "They just squat before they raised, and cooked on the squat." (Laughter)

We have tonight a lawyer who is going to make the formal speech of the occasion. And you came here to hear something serious. My mother was a woman and my father was a lawyer, and consequently I talk too much from both sides of the family. (Laughter)

One time when I was filibustering for this organization, when they were waiting for somebody else to appear, I told some stories about Dr. Silvanus Morris, for long years our professor of common law, who was famous on the campus for his Anglo Saxon monosyllables. (Laughter) The stories I told were, I thought, humorous. I suppose fairly effective, because the presiding officer afterwards leaned over to the recorder and said, "Please don't record Mr. Tate's stories." (Laughter)

Dr. Morris was a very great teacher of common law at the University, and in the older days before we all had Ph.Ds and notes, and published books, and when college campuses were sometimes more known for the individuality of their teachers than for their dry scholarship (laughter) he was one of the colorful men on the campus.

I cannot tell all of the stories that I know about him, because there is a little discretion in me after all. (Laughter) Sometimes when I tell stories, I think that you could well put on them "one quatrain" or "one couplet":

His life is far too dull
to be impure,
So he is indiscrete
in literature. (Laughter)

But Dr. Silvanus Morris was very proud of his cryptic language, and he was teaching one day common law, and one of the two coeds in his class was discussing domestic relations, and she said something about an illegitimate child. A few minutes later she spoke of illegitimacy. He stopped and said, "Now, Miss House, just a minute, just a minute. When you take those long Latin words like illegitimate child, and when you speak of illegitimacy, you leave the impression that our laws of domestic relations came from the Roman because those are Latin words." He said, "On the other hand, our domestic relations come from the great body of English common law, inherited from our Anglo Saxon ancestors of the Teutonic forests." He said, "Please do not use Latin words, particularly when you have got such good and effective words as

that good old effective English word 'bastard'." (Laughter)

So in introducing your speaker tonight (laughter) he also is a lawyer, and he comes of a traditioned people, if he keeps up with Dr. Morris, who are very effective in saying things in a monosyllabic and effective way.

Mr. A. J. G. Priest was almost born in Kentucky. (Laughter) The fact is, his mother, as the Bible says, in the proper time left Kentucky to be at home with her mother in Nebraska. And I do not know of anything that starts a man off, when he loses the opportunity of being born in Kentucky, and has to take the far distant choice of Nebraska. (Laughter)

After going to college, Mr. Priest went to New York and practiced law, most successfully, for many years -- corporation law and in public utility law. Then he came back south, if his narrow escape from being born in Kentucky can be called being in the south, and he is now professor at North Carolina, lecturing on corporation law and lecturing on public utilities.

Then he left to be again a visiting professor at another institution just as colorful as Washington and Lee. I refer to the University of East Virginia in Charlottesville. (Laughter)

Dr. Priest tonight will speak to you on "Primitivism: Its Detection and Cure." Dr. Priest. (Applause)

DOCTOR A. J. G. PRIEST (Professor of Law, University of Virginia): Mr. Toastmaster, Dr. Oberly, our Distinguished Guests, and Ladies and Gentlemen of NASPA: I am delighted to be here, particularly pleased to be in Roanoke because I have had the privilege of practicing law for a great many years with two graduates of Roanoke College as my partners. Allow me to say in your presence, sir, that the Lord never made either better lawyers or finer men.

I cannot hope to match anecdotes with the remarkable raconteur whom we have heard, not at length, but pleasantly of course, tonight, Dean Tate. I cannot hope to match him, but nonetheless, since I know that deans are frequently called upon to speak, and since I know that they are collectors of humorous and quasi-humorous anecdotes, perhaps I may be able to add just one or two to your repertoire. I know that you sometimes have football problems, therefore let me offer you just two or three football stories which came to me last fall.

One involved the coach of, shall we say, one of the anthracite colleges in eastern Pennsylvania. (Laughter) A coach

who had gone deep into one of the mines and had come up with a perfectly magnificent specimen of young American manhood, six feet four inches tall, 240 pounds, the reflexes of a tiger. The boy had only gone through to the sixth grade. The math professor flunked him. As you can well imagine the coach went raging to this math professor, "Doc, why did you do it? How could you do it? You deny an opportunity of education to this magnificent specimen of American manhood! You have done a disservice to this institution and to the whole American way of life! Now, Doc, why did you do it? How could you do it!"

The professor said, "Coach, all I asked the boy was what 7 and 7 were. He said 'fifteen,' and I couldn't overlook that."

The coach said, "You should have overlooked it. Godalmighty, he only missed it by three!" (Laughter)

Then there also was the story which came to me recently from Pete Reick who was the Dartmouth football captain here a year or so ago. He was telling me about a graduate of his Long Island High School who had gone down to an institution somewhere in the southeast.

You know, since I have been introduced as Professor of Law at the University of East Virginia, I think, by golly, that institution must have been the University of Georgia. (Laughter)

Anyhow, this boy came to this southeastern institution, probably the University of Georgia -- Dean Tate, probably the University of Georgia -- went down there on a football scholarship. My friend Reick met this lad during Christmas vacation the next year, and he said to him, "What courses are you taking?"

This boy said, "Well, Pete, I'm taking physical education, and I'm taking square dancing," and then a sheepish grin crossed his face and he said, "You know, Pete, I just can't remember what the name of that third damn course is." (Laughter)

Well there was also another football story about a college in the southwest (I hesitate to name it), which had acquired a semi-professional football team, the star of which was a halfback called "Half-Spin Jones," called "Half-Spin" because of his ability to spin his way out of the encircling arms of attackers. Half-Spin was outstandingly the star of his team, so completely, so paramountly the star of his team that when he was thought to be dissipating that neither his teammates nor coach dared to upbraid him. So they put the job up to the President of

the institution. He called Jones in one morning and there was a brief exchange of amenities, and then the President fixed Jones with a cold, stern, beady eye and he said, "Jones, do you drink?"

Well, a faraway look came into Jones' eye, and he said, "Well, Doc, it's kind of early in the morning." (Laughter) "It's kind of early in the morning, but never let it be said that old Jonesey ever let a pal drink alone." (Laughter)

As your Toastmaster indicated, I am a freshman teacher and perhaps less orthodox than I should be. I think that I should pass along to this group an experience which I had this past semester in my course in corporations. It is a large class, 90 boys in the class, and I call on them alphabetically.

I called on a boy late one Friday. He recited satisfactorily, but I failed to make a proper notation opposite his name in the rule book, and when the class met again on Friday, I called on him first. I realized what I had done because a giggle went around the room, and I said, "Mr. Hale, I will make an appropriate adjustment when you are called upon." I reached his name four or five months later, and I called his name, and I said, "Mr. Hale, do you know anything about the game called Blackjack or 21?"

He said, "Yes, I have played the game."

I said, "Mr. Hale, you have two entirely satisfactory recitations to your credit. Do you want to stand on 19, or do you want to draw a card?"

To my intense delight, the boy said, "You may hit me, sir." (Laughter)

Well I have made a couple of Phi Beta Kappa talks this year, and let me pass along just one story involving that admirable society.

The remark was made that a Phi Beta Kappa key opens no oysters, least of all the oyster called the world, but that a Phi Beta key from time to time can be put to distinctly practical uses. And this happened to me in my younger and more unregenerate days in the rugged state of Idaho. On one occasion I was participating -- I blush to confess that I was participating in a crap game. There was another Phi Beta Kappa in the crap game. When the dice came to him, he picked them up, rubbed them on his Phi Beta Kappa key and said, "Boss, get smart!" Believe it or not, my dear friends, he then proceeded to make eight straight passes. (Laughter)

My subject has been announced by our distinguished Toastmaster, and therefore let me address myself to it.

PRIMITIVISM: ITS IDENTIFICATION AND TREATMENT

Who is the Twentieth Century "primitive" and what can we do about him?

It is relatively easy to answer the first part of that question. Our latter day primitive is Adolph Hitler spewing his obscenities of race and blood and a Nazi storm-trooper roaring back "Sig Heil" at Nuremberg. He is the Grand Imperial Wizard of the Ku Klux Klan and a vicious, sheeted sadist flogging some helpless share-cropper. He is Malenkov spreading the Kremlin's calculated lies over the planet and a thwarted, disillusioned Barbara Hartle finally unburdening herself to the F.B.I. after twenty-one years of grinding service to the Communist cause. He is a Senator of the United States mouthing reckless, baseless sensationalisms, snarling epithets at his opponents, and a "Minute Woman" demanding that we get the UN out of the United States and the United States out of the UN. He is the exploiter and the exploited, the deluder and the deluded. He is anti-rational, anti-intellectual, anti-American.

He is a serious threat to all rational thought processes, for he is in revolt against intelligence. Furthermore, he must have a scapegoat upon whom his followers may vent the savage hatreds he arouses. In Nazi Germany, the mob was turned upon the Jew. Target of the Ku Klux Klan was the Catholic, the Jew, the "foreigner." In the Soviet Union, even children are taught to hate all deviators from Communist orthodoxy, not to mention Kulaks, capitalists and "Wall Street Imperialists." And in the United States, thirty years ahead of 1984? Let me tell you a story which may indicate a trend.

In the spring of 1950, I attended, in behalf of United World Federalists, a hearing before one of the committees of the New Jersey legislature then considering a world government resolution. The super-patriotic boys and girls were out in force, among them a woman who spoke for one of the many fringe groups in this field. I think I should say that she was not a Daughter of the American Revolution, for she presented a fine set of ugly prejudices, as well as a tidy portfolio of half-truths and plain mendacity. I think that only her peroration need be repeated tonight.

"And do you know what else they've got in this United World Federalist group?" she exclaimed. "Well, I'll tell you what they've got! They've got lots and lots of Phi Peta Kappas!"

The woman could not conceivably have been more vehement if she had been accusing us of kidnapping and matricide.

I assure you that the earnest super-patriots present at that hearing were not amused. They apparently believed that the woman had scored heavily. To be sure, such gentry often are not strongly equipped with senses of humor and that may well be a weakness which can be attacked. At least it will deserve consideration when we come to weigh matters of strategy.

If any of us were to be called upon to name the country's intellectual par excellence, we might think first of Dr. Albert Einstein, whose theory of relativity is understood by but few members of the Sons of the American Revolution, or of Phi Beta Kappa, for that matter. Dr. Einstein certainly has been both incautious and unwise about joining, or allowing his name to be used by, organizations which subsequently appeared on the Attorney General's subversive list. For that reason and also, I think, because his intellectual eminence makes him a shining mark for the primitives, he has been virulently attacked.

It is just possible that Dr. Einstein believed this is a free country and that he could join whatever organizations he liked, reserving the privilege of withdrawal if the association proved distasteful. But assuming that he made a whole series of mistakes, who has a better right to be wrong? The genesis of our Manhattan project and therefore of American leadership in nuclear weapons is a letter written by Dr. Einstein to President Roosevelt on August 2, 1939. That letter contained, according to William L. Laurence, the first mention of the atomic bomb on record and Albert Einstein's adopted country can never be sufficiently grateful for its writing.

Of course, Dr. Einstein was not the only professor who rendered obstetrical service when the atomic age was born. Just a few, in addition to our American scientists, were Dr. Fermi of Italy, Dr. Szilard of Hungary, Dr. Bohr of Denmark and Dr. Chadwick of England -- all professors and all "foreigners." Some of them, as well as certain of their American colleagues, may regret that the bomb was either developed or used, but think what might have happened to us if the secret had been revealed in 1940 to Adolph Hitler and his then brother-in-blood, Joseph Stalin! After this trifling research, plus some inquiry into the persons responsible for radar and proximity fuses and jet planes, I have actually become convinced that "professor" may not be such a dirty word, after all.

Of course the Communist connections attributed to Dr. James R. Oppenheimer are perturbing, but here again the verdict

is likely to be that the man's achievements greatly outweigh his indiscretions, whatever they are proved to have been.

Some consideration of the so-called "grass-roots" campaign carried on by advocates of the proposed Bricker Amendment seems relevant in this connection, for on one side are most of the primitives (along with a good many others who emphatically do not belong in that category) and on the other are most of the intellectuals (although not quite all of them). Certainly the emotional drive behind the Bricker proposals is anti-internationalist, anti-United Nations, anti-foreign. Furthermore, extravagant statements and appeals to prejudice rather than to reason have found their way even into the arguments of some of Senator Bricker's supporters who obviously know better.

For example, Frank E. Holman, a former Rhodes Scholar and former president of the American Bar Association, who is the acknowledged godfather of the Bricker Amendment, begins one of his articles with this sentence, "'Treaty Law' can be more dangerous to American rights and the American form of government than total war." He is saying, in effect, that the present provisions of the Constitution which confer treaty making power upon the President and the Senate, and under which we have managed to stumble along for 166 years, are a greater threat to our rights and our form of government than the unimaginable horrors of a third World War. I do not wish to be unkind to Mr. Holman, but what possible justification is there for the emotionally-surcharged suggestion that we are in a period of total danger, not because Russia has the H-bomb and the means of delivering it, but because the President and two-thirds of the members of the United States Senate may abuse their responsibilities? Where has Mr. Holman been?

Early in the Senate debate on the Bricker Amendment and the various substitutes then under consideration, Mr. Holman was quoted by the Washington Post as having said that he agreed with Senator McCarran that one of the greatest accomplishments of the fight would be to "put some of the Senators on record and find out who's for the United States and who isn't." Similarly, at the Blue and Gray sectional meeting of the American Bar Association held in Richmond last spring, one of our University of Virginia law students asked a staunch Brickerite why he approved the Senator's amendment. His portentous reply was, "Because I am an American!", the gentleman's clear inference (like Mr. Holman's) having been that his opponents just aren't Americans. If such demagogic clap-trap does not actually make this pair members of the Neanderthal Club, it patently converts them into likely prospects.

If there are to be separate Neanderthal Clubs for men and women, the dear ladies clearly will require the larger quarters. Be-ribboned and be-placarded female super-patriots packed the Senate gallery while the Bricker proposals were being debated. And an organization called "Vigilant Women for the Bricker Amendment" published display advertisements in the Washington papers denouncing opposition arguments as "untrue." The primitive thought process (if it may be called that) apparently is, "If you disagree with me, and dare to express an opinion which contradicts mine, you must be and are a liar!" There is nothing to indicate that the framers of the Constitution either used or approved this peculiarly gracious technique in arriving at their conclusions.

Of course there were very real high spots in the debate on the Bricker proposals, among them Senator Alexander Wiley's cogent argument and the speech delivered on February 2, 1954, by Senator J. W. Fulbright. For the sake of the refreshing contrast which it provides, let me quote a brief excerpt from Senator Fulbright's address:

"I am prepared to debate the principles in which I believe. I am not, however, prepared to indulge in any contest of name-calling, for not only is this repulsive but it is also, as I see it, an offense to manners that govern the conduct of decent men and it is anti-democratic in the operation of democratic society.

"The Founding Fathers pursued rationality in their acts and in their debates for another reason. They believed that our democratic society presupposes the code of the gentleman. It does not expect saintly conduct of men. It does, however, expect that they should conduct themselves with a decent respect to the opinions of mankind. But when they do not do so, when public men indulge themselves in abuse, when they deny others a fair trial, when they resort to innuendo and insinuation, to libel, scandal and suspicion, then our democratic society is outraged, and democracy is baffled. It has no apparatus to deal with the boor, the liar, the lout and the anti-democrat in general."

Senator Fulbright's remarks could not have been aimed at Senator Bricker himself and I am sure it will be understood that I do not intend in the least to reflect upon the senior senator from Ohio. He is as honest and sincere in motive and purpose as he is competent. However, it may be time for me to say that, in this particular instance, I think he is wrong. Indeed, I believe

that Senator Bricker, Mr. Holman and their associates are attempting to lead a gallant cavalry charge back into the 18th Century and I decline to ride with them.

I have given you several examples of primitivism in action. They obviously could be multiplied many times and certainly any catalogue of them would be required to include Senator McCarthy's outrageous attack on Edward R. Murrow, but further itemization, at least before such an audience as this, would serve no purpose. The results achieved are plain and patent. Fear, hatred, distrust, suspicion have been sowed recklessly in the land which must defend the free world from Soviet aggression. If the primitives had actually been agents in the pay of the Kremlin, their job could hardly have been better done.

As I suggested some moments ago, identification of the primitives is relatively easy. What can and should be done about them poses a vastly more difficult problem.

Education in basic principles will suggest itself immediately. We need constantly to be told that the American Revolution still continues, that all men, everywhere, are endowed by their Creator with the inalienable rights of life, liberty and the pursuit of happiness; that democracy, as Charles Malik has said, is "God's special political gift to the Anglo-Saxon world" and that we must foster and develop and perfect it, lest it perish from the earth.

The pedestal of Thomas Jefferson's statue at the University which he founded bears this inscription:

"I am closing the last scene of my life by fashioning and fostering an establishment for the instruction of those who come after us. I hope that its influence on their virtue, freedom, fame and happiness will be salutary and permanent."

Please note the qualities which Jefferson hoped to inculcate and the order in which he stated them. First, virtue -- character, integrity, the man of measureless worth and of intrinsic dignity who is only a little lower than the angels and who respects others as he respects himself; second, freedom -- all the great liberties: of thought and expression and religion and assembly -- yes, and freedom for the truth which can make all men free; third, fame -- ambition, noble aspiration, determination to excel, the legitimate desire to earn a neighbor's praise and to deserve it; and last, happiness -- as perhaps the uncertain by-product of virtue and freedom and fame, but certainly not to be

attained by the high-hearted and the resolute without all three.

For these rights and for their preservation, the Declaration of Independence; for them the patriot blood shed at Valley Forge and Yorktown, at Gettysburg and in the Argonne Forest, on Omaha beach and in the grim Korean hills; for them a pathway through the wilderness towards the West; for them the songs of Walt Whitman and the martyrdom of Abraham Lincoln; for them heart-break and agony and self-sacrifice; for them America, strong and free and the world's hope.

The primitives are not a new phenomenon in American history. They have threatened our finest traditions in the past, but their influence has promptly waned, as it always will while the educational processes of home and church and school remain honest and vigorous.

Education, then, to be sure. But what more? Just as a suggestion, try laughing at the primitives. They can't take it. They notoriously do not possess that sense of proportion which is the basic ingredient of a sense of humor; if they did, they wouldn't be primitives.

We tend to forget that demagogy of the right not only is just as baleful as demagogy of the left, but that it is just as ridiculous. The demagogue is essentially absurd, and it is the privilege and duty of the intelligent to laugh at him, not with an intellectual chuckle, but with a gusty roar that shakes the ventral cavity. The demagogue taken seriously is dangerous, but if you show him forth as the cheap, tawdry buffoon that he is, you destroy him. Abuse he thrives upon, facts make no impression on him, reason he shrugs off, but ridicule he cannot stand. Therefore, I implore you, laugh at him.

Let me offer you an example of the technique I am seeking to suggest. Early in 1938, when Nazism had a morbid fascination for many Americans, a certain representative of Dr. Goebbels' propaganda ministry, whose name may have been Dr. Wagner, was attached to the German consulate in Cleveland. Dr. Wagner concentrated on college faculty members in the Cleveland area, especially those who had German connections or had studied in Germany. He was making good progress, too, until he met the late Colonel William W. Dawson, then a professor in the Western Reserve Law School, who later served as military governor of an important sector of the American zone of occupation in Germany. By arrangement with another member of the Western Reserve faculty, Dr. Wagner called at the Dawson farm one Sunday afternoon. Because his bees were swarming and required attention, Dawson received his

guest in the apiary and exchanged amenities with him just as a new queen was leading her fascist subjects to the hive prepared for them.

"So interesting, Herr Professor Dawson, so interesting," observed Dr. Wagner. "Indeed, we have here the fuehrer principle in nature."

Dawson turned on his most urbane smile. "I shall be interested in a human fuehrer," he replied, "when you produce one who can lay eggs!" (Laughter)

Dr. Wagner executed a military about-face. He did not look back. Nor did he remain long in Cleveland.

That is the method, my friends. Make them ridiculous. Turn them into figures of fun. If only the job is done well, Below-the-Belt Joe will promptly achieve the obscurity that fairly aches for him, and Colonel Bertie McCormick will gain the black-out which he would have attained long since had it not been for the accident of inherited wealth.

Humor is, of course, the product of pain dealt with playfully. And I am referring to pain in its broadest sense, including discomfiture, humiliation and the actual, as well as the metaphorical, pain in the neck. He who masters the engaging art of dealing with pain humorously will never be a Hitler, or a Napoleon, or a Mussolini, or a Stalin, or a Huey Long, or a McCarthy, or a McCormick, for he will inevitably smile at himself from time to time. But he will be a civilized person, a joy to his family and his friends and, in the finest tradition, a good American. Incidentally, can you imagine McCarthy and McCormick laughing even at each other? Neither can I!

Alan Valentine has done a magnificently witty and useful job in the current American Scholar, but literate satire is not enough. The guffaw is the weapon; for example, the guffaws that billowed across the country both when Senator Flanders described McCarthy's extravagant Indian war dance which produced one little pink dentist and when Mrs. Thomas J. White, a member of the Indiana Textbook Commission, sought to banish Robin Hood from Indiana school books because he "followed the Communist line" by robbing the rich to help the poor. You will recall that Mrs. White also tried to expunge all mention of the Quakers on the theory that their beliefs may bring comfort to the Kremlin

If only Mrs. White (assuming she is still in office) or some equally earnest super-patriot will now blast Santa Claus

because he gives things away and therefore strikes at the profit motive, perhaps we can have a national laugh that will almost restore us to psychological normalcy.

I trust I have not given the impression that I am attacking patriots or patriotic organizations. I am a Past Commander of the American Legion Post to which I have belonged since its organization in 1919 and I endorse the larger part of the Legion's program, but when the Legion or the Veterans of Foreign Wars or the Daughters or Sons of the American Revolution lend sanction and countenance to extreme rightists like McCarthy, Joseph Kamp, Gerald L. K. Smith and Merwin K. Hart, they seem to me guilty of a signal disservice to their membership and to the land I am sure they love.

For example, in January of this year, the American Legion Magazine published a lurid article by Alfred Kohlberg in which Kohlberg announced that he approved of McCarthy's methods, but that the Wisconsin Senator's goals actually were "too restricted." When I wrote a letter of protest in which I asked whether Kohlberg's stuff expressed the attitude of the magazine, its editor, Joseph C. Keeley, replied that the Kohlberg article "express the conviction of The American Legion." I think any such notion would shock many members of the Legion who almost certainly would agree with me that if Mr. Keeley is right, the Legion is wrong.

Similarly, the Veterans of Foreign Wars and the Daughters of the American Revolution have helped to circulate Joseph Kamp's "We Must Abolish the United States," a recklessly vicious assault on the men and women in the movement toward World Government. Kamp is a notorious anti-Semite who spent four months in jail for contempt of Congress. He is the author of such sterling contributions to modern American literature as "Hitler Was A Liberal" and "Behind the Lace Curtains of the Y.W.C.A.," the latter charging that the Y.W.C.A. is a Communist-front organization. Kamp also wrote some of the vilely scurrilous attacks on Dwight D. Eisenhower which were a grave scandal of the pre-convention campaigns in 1952. When the V.F.W. and the D.A.R. bought Kamp's goods they were buying shoddy stuff; when they marched with Kamp they were in wretched company. Yes, the patriotic organizations can be wrong and they are wrong when they lend respectability to the lunatic fringe of the right wing.

Allow me to suggest that the patriotic groups also are wrong when they attempt to censor ideas or opinions which may conflict with their own frozen concepts. Neither they nor would-be censors of the left wing have any special qualifications for the

job, but in a free country nobody does. If I may be personal for a moment, mine happens to be a Mayflower name and I have also been a member of the Sons of the American Revolution, but I am not being unduly modest when I say that those facts do not make me an expert as to what my fellow Americans, or their children, should read, or hear, or see, or be taught. In fact, I think a far higher degree of expertness in this field might be ascribed to names like Eisenhower, Krzyzowski, Red Cloud, Vittori, Garcia, Gomez, Essebarger, Commisky, Desiderio and Mendoka. You recognize the first of those Americans; the others are winners of the Congressional Medal of Honor who died for freedom's sake in Korea. They almost certainly are not descendants of heroes of the American Revolutionar War, but they are heroes of the continuing American Revolution.

I cannot resist observing at this point that if the preserve-the-status-quo thinking of the Sons and Daughters of the American Revolution and similar groups had characterized the mental processes of their revolutionary ancestors, we all would now be subjects of that personable young sovereign, Queen Elizabeth II. The ancestors (to use Channing's phrase) "received new truth as an angel from Heaven"; the descendants are somewhat less intellectually hospitable.

I have used the term "super-patriot" and probably should define it. The super-patriot characteristically hates "foreigners" and most minority groups, he deplores internationalism in all of its forms and has only scorn for the UN, he cannot abide even the slightest disagreement with his point of view, he bitterly resents criticism but feels free to offer it and he persistently does violence to the basic concepts of the Founding Fathers. His prototype is Gerald L. K. Smith, but almost every community has one or more of him.

On the other hand, the patriot not only cherishes his country but also reveres its noblest traditions. He takes deep pride in serving it, whether as a civilian or in uniform, but he no more indulges in self-gratification on that account than he would be publicly proud of loving his wife or being kind to his children. The patriot is an honor to himself, to his community, to his nation. The super-patriot is at once a pest and a menace.

What is the responsibility of comparatively secure people like ourselves when any of the basic freedoms are assailed: for example, when some high school teacher's job is put in jeopardy because he has expressed views which do not meet the test of absolute orthodoxy? I suggest that we stand up to the super-patriots, whether or not they are countenanced by respectable groups like the Legion or the V.F.W. or the D.A.R., and

tell them that they are wrong and anti-democratic and anti-American and that this country is still strong enough to grant freedom to points of view which most of us deplore. Yes, and we must keep on standing up, seventy times seven if need be. It requires no courage on my part to voice these sentiments, because the University of Virginia believes in freedom of expression, but a non-conformist public school teacher needs courage of a high order. Upon that ground alone, we might well rally to his support.

Of course we are in difficulty because in addition to keeping the country free, we have an equal obligation to recognize the Russian Communist conspiracy for the terrible danger it is to our actual lives, as well as to our great intangibles. But we so obviously weaken our capacity to resist Soviet aggression when we plant hatred and fear and suspicion in the hearts of our neighbors. That's not the American way; that's the Kremlin's way.

Unfortunately for us and for so many well disposed but apathetic citizens like us, most of the obvious, ready weapons are in the hands of the primitives. George F. Kennan stated our dilemma admirably when he said, in his "American Diplomacy":

"The counsels of impatience and hatred can always be supported by the crudest and cheapest symbols; for the counsels of moderation, the reasons are often intricate, rather than emotional, and difficult to explain. And so the chauvinists of all times and places go their appointed way: plucking the easy fruits, reaping the little triumphs of the day at the expense of someone else tomorrow, deluging in noise and filth anyone who gets in their way, dancing their reckless dance on the prospects for human progress, drawing the shadow of a great doubt over the validity of democratic institutions, and until peoples learn to spot the fanning of mass emotions and the sowing of bitterness, suspicion, and intolerance as crimes in themselves -- as perhaps the greatest disservice that can be done to the cause of popular government -- this sort of thing will continue to occur."

One more effort which we can make is indicated in an article by Charles Malik, in the current Virginia Quarterly Review. Dr. Malik makes the point that there can be no justification for the assumption that while years of specialization are required before an opinion can be worth much in medicine or theoretical physics, any citizen can judge the critical and complicated relations between nations, cultures and governments in the modern world. He says, in this connection:

"The complexities of the world situation require the rise, side by side with the ordinary citizen, of an intelligent citizenry capable of grasping these complexities and thereby of guiding and supporting the government in the formulation and prosecution of policy. Democracy cannot in these critical days function properly without this core of intelligent, educated, responsible, politically conscious, and politically effective citizenry."

Perhaps we can make some additions to this required core of intelligent leaders. At the very least, we can do everything within our power to make certain that trained and expert government servants are not irreparably handicapped in their conduct of our foreign relations by the hot breath of a Cohn or a Schine upon their very necks. One might almost as well expect the most delicate surgery to be competently performed before a crowd of hecklers.

Remembering Dean Inge's famous remark, "Resignation is the disease from which civilizations die," we must not be resigned to defeat by the primitives, any more than we must be resigned to a Hell-bomb Third World War. The primitive wave has receded before and it will recede again. In the meanwhile, we should identify the primitives, endeavor to educate them, laugh at them, resist them, stand up to them, and keep their clumsy and inexperienced hands out of our difficult and complicated relations with other nations and with other cultures. If we faint not, most of them probably will cease to be primitives. (Great and prolonged applause)

PRESIDENT STROZIER: I am sorry that 150-million people did not hear that, instead of the 150 that are here this evening. This stirring address, I think, really should be heard by every citizen of the United States. We are deeply indebted to you for this stirring address.

I would like Jack Stibbs, the new president, to come forward now. I think he is ready to announce the membership in the Executive Committee for the coming year. Jack Stibbs.

PRESIDENT-ELECT STIBBS: Thank you, Bob. Ladies and Gentlemen: It is my pleasure to announce and present to you the members of the new executive committee, and if I may, I should like to ask each of the members to stand as I call his name.

First, the newly elected officers who serve on the Executive Committee:

Dean W. B. Rea, of the University of Michigan, newly elected Vice President. Bud, will you stand please? (Applause)

Dean John E. Hocutt of the University of Delaware, newly elected Vice President. (Applause as he arose)

And Dean Fred H. Turner, of course, our Secretary-Treasurer. (Applause as he arose)

Dean Donald R. Mallett, of Purdue University. Don, will you stand, please? (Applause as he arose)

Dean John F. Quinn of the University of Rhode Island. (Applause as he arose)

Director Joseph A. Rock of Georgetown University. Father Rock. (Applause as he arose)

The outgoing President of NASPA, Dean Robert M. Strozier, the University of Chicago. (Applause as he arose)

Dean Donald Winbigler, the Dean of Students at Stanford University. (Applause as he arose)

I believe that the last two new members of the Executive Committee have had to depart. Correct me if I am wrong.

Dean Robert E. Bates of Colorado A. & M. I am sure Bob had to leave.

Dean Ralph A. Young of the College of Wooster. (Applause)

Thank you.

PRESIDENT STROZIER: Thank you, Jack.

I feel somewhat sad as I come to the platform to bring to an official end the 1954 meeting of NASPA. It has been a great occasion for me. I have enjoyed all of it. I feel sure that we have had a good meeting. We have renewed friendships, and I think we have also learned something in the process of this.

I hope that all of us will be together a year from now at Purdue, and that more people will stay from the very beginning to the end, and I wish you the very best of years. This ends the program. Goodbye. (Applause)

... The Conference adjourned at nine-twenty o'clock ...

APPENDIX A

REPORT OF THE SECRETARY

March 15, 1953, to April 1, 1954

To the Members of the National
Association of Student Personnel Administrators.

Your Secretary wishes to present the Report of the Secretary of the Association (to which is appended the report of the Treasurer) for the period March 15, 1953 to April 1, 1954.

Membership in the Association

The membership has again increased for the eighth consecutive year and at April 1, 1954, stands at the all time high of 241. The analysis of membership is as follows:

1953 Membership	229
Member institutions added in 1953-54....	<u>13</u>
	242
Membership inactive during the year	<u>1</u>
<u>Total Membership April 1, 1954</u>	<u>241</u>

Member institutions are now in all forty-eight states, the District of Columbia, Alaska, Hawaii, Puerto Rico, and Canada.

New Members of the Association

Twelve institutions have applied for membership, qualified, and have been approved by the Executive Committee, and one former member reactivated during 1953-54.

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
American University	Washington, D. C.	John Bentley, Director of Student Relations
Boston College	Boston, Mass.	Francis B. McManus, S. J.
California, University of	Riverside, California	Thomas L. Broadbent, Dean of Students
Canisius College	Buffalo, New York	Charles A. O'Neill, S.J.
California, Univ. of	San Francisco, California	Herbert G. Johnstone, Dean of Students
(Medical Center)		
Dickinson College	Carlisle, Pa.	Francis W. Warlow, Acting Dean
Drake University	Des Moines, Iowa	Robert B. Kamm, Dean of Students
Marquette Univ.	Milwaukee, Wis.	R. R. McAuley, S.J.
Millsaps College	Jackson, Miss.	J. E. McCracken, Dean of Students

Minnesota, Univ. of Duluth, Minn. C. W. Wood, Director
 (Duluth Branch)
 Ottawa, Univ. of Ottawa, Canada Romeo Legault, O.M.I.
 Spring Hill College Spring Hill, Ala. C. F. Lynette, S. J.
 State University Fredonia, New York Joseph E. Gould
 Teachers College
 Reactivated.

Retirements

One well known member of the Association retired during the past year:

Dean Ray Pellett, Western Michigan College of Education, in September 1953.

Deaths of Members and Former Members

Your Secretary regrets to report the deaths of four members and former members during the past year:

Dean John L. Ballif of the University of Utah at Salt Lake City, on March 15, 1954. Dean Ballif joined the faculty at Utah in 1922 and had been Dean of Men since 1937.

Dean Herbert E. Lattig, Director of Student Affairs and Dean of Men, University of Idaho, on November 26, 1953. Dean Lattig had been at Idaho since 1926 and Dean of Men since 1946.

President Emeritus Fred Mitchell, Mississippi State College, on December 6, 1953. President Mitchell was Dean of Men at Mississippi State College from 1936-45.

Dean Charles Max McConn, New York University, Emeritus, on April 15, 1953. Dean McConn was Dean of Students at Lehigh University from 1923 to 1938.

Appointments and Promotions

There have been numerous important changes in the matter of promotions and changes among our members.

Dean of Men to Dean of Students	7
New Appointment to replace resigned Dean of Students	5
New Appointment to replace resigned Dean of Men	4
Dean of Students to Vice President	2
Dean of Students to Assistant to the President	2
Director of Personnel to Dean of Students	1
Acting Dean to Dean of Students	1

Assistant Dean to Dean of Students	1
Assistant Dean to Director of Counseling Bureau...	1
New Office - Dean of Men	1
Dean of Students to Secretary of State Board	1
of Control of Higher Education	

Representation at Conferences and Meetings

The Association, on invitation, has been represented at numerous conferences and educational meetings during the year.

American Council on Education
 National Education Association
 National Association of Collegiate Registrars and
 Admissions Officers
 National Association of Deans of Women
 National Association of Foreign Students Advisers
 Association of College Admissions Counselors
 Conference of Orientation Week Directors
 National Conference on College Fraternities and
 Societies
 Association of College Honor Societies
 National Independent Students Association
 National Interfraternity Conference
 National Students Association
 Northwest Council of Guidance and Personnel
 Southern Personnel Conference
 Western Personnel Institute
 Sixth Allerton Conference
 National Housing Conference
 National Association of Summer Session Directors
 Inaugurations (6)

The Association is one of the sponsoring organizations for the coming Fourth National Conference on Health in Colleges.

State and Regional Conferences

We have reported state conferences in Ohio (2), California, New York, Texas and Illinois; and regional conferences in three areas. No doubt other such meetings have been held, but have not been reported.

The Harvard Seminar

Perhaps the outstanding activity of the year was the Seminar which the Association, through Commission III, held at the Harvard Graduate School of Business Administration on January 10-17, 1954, This has been reported in a special News

Letter and will be fully reported at the 1954 Conference.

Warnings on Crooks

Through the News Letter, our members have cooperated in warning each other of itinerant crooks who have preyed on students from time to time. Through this activity, we have repeatedly assisted in apprehending such crooks.

Warnings were issued during the year on: the "imported clothing racket," "the telephone game" to parents of students, magazine salesmen, "discount books," burglars, fake fraternity members, "wholesale fruit truckers," a new "Fraternity Survey" outfit, campus social rating organizations.

Publications

The Proceedings of the 1953 Conference, 351 pages, were published and distributed directly from Chicago by our Reporter, Mr. Leo Isen, and were mailed within a month after the Conference.

Eighteen regular and special News Letters have been prepared and mailed to members. Five sets of Minutes of the Executive Committee have been distributed, seven regular News Letters, and "extrys" on the Sixth Allerton Conference, the Registrars Conference, a Housing Survey, a Report on N.S.A., an analysis of "panty raid materials," and the Harvard Seminar. About seventy-five publications of interest to members were listed and reviewed briefly.

Placement Service

The informal placement service of the Association has been continued through 1953-54 with additional registrations and reasonable success in placement.

	<u>Listed</u>	<u>Placed and Withdrawn</u>	<u>Available</u>
Status at March 19, 1953	292	186	106
Registered and placed to April 1, 1954	<u>45</u>	<u>22</u>	<u>23</u>
Status at April 1, 1954	337	208	129

These figures do not reflect the preparations of new blanks for previous registrants, giving up-to-date information.

Work of the Executive Committee

Many communications have been sent to the Executive Committee during the year and the business of the Association has been carried on largely by mail. Five meetings of the Executive Committee have been held -- three at East Lansing, one at Allerton, and one at Harvard. The President and Secretary have had numerous conferences in Chicago and by long-distance telephone.

In Conclusion

Your Secretary has completed his seventeenth year in this office and has endeavored to execute faithfully the instructions of the officers and directives of the Annual Conference. We wish to thank the many members who have cooperated with the secretary in carrying on his work.

Respectfully submitted,
Fred H. Turner, Secretary

TREASURER'S REPORT

March 15, 1953 to April 1, 1954

RECEIPTS

Balance on Hand March 15, 1953	\$ 754.29	
Dues Collected 1954-55	75.00	
Dues Collected 1953-54	3,330.00	
Dues Collected 1952-53, 1951-52, 1950-51	60.00	
Receipts from sale of Proceedings	61.00	
Receipts from sale of Residence Hall Bulletins	31.75	
Receipts - fees for use of Placement Service	131.05	
Receipts - on mailing list for News Letters.	6.00	
Contribution - for gift to		
Harvard after Seminar	100.00	
Registration Fees - at Michigan		
State College	782.00	\$5,331.09

DISBURSEMENTS

Telegrams and Telephone	\$ 15.78
Stationery and Printing of Statements	
for Dues	78.75

Disbursements (Cont'd.)

Disbursements for 1952 Conference:

Programs, Tickets and regis. cards	\$270.00	
Gavel	13.67	
Doctor Ellis, Speaker	68.10	
Ray W. Kettler, speaker	47.28	
Ray W. McDonald	40.26	
Doctor David Henry	125.16	
Doctor Esson M. Gale - banquet guest	5.15	
Kellogg Center - miscellaneous	19.76	
Kellogg Center: Flowers - \$10.00, 12 banquet guests \$43.20, 1 dinner guest \$2.58	<u>55.78</u>	645.16
Mimeographing		155.34
Stenographic Service		100.00
Reporting and Mimeographing 1953 Proceedings		2,290.20
Membership Dues:		
American Council on Education	50.00	
1953 Nat. Conf. on Coll. Frat. & Soc.	<u>25.00</u>	75.00
Magazine Subscription		4.00
Expenses to Meetings:		
Weaver to ACE	56.30	
Hocutt to New York, Health Conference	14.00	
Anfinson - to inauguration	<u>7.28</u>	77.58
Secretary's Allotment		100.00
Postage		107.30
Bank Debit or Service charge		2.89
NFS check returned		3.00
Residence Hall Bulletins		10.00
Gifts:		
National Conf. on Health in Colleges	50.00	
Harvard - after Seminar	<u>100.00</u>	150.00
Pamphlet for distribution to members		45.00
Directory		2.00
Trunk - for shipment of official materials		11.00
Express	<u>7.91</u>	<u>\$3,880.91</u>
BALANCE ON HAND APRIL 1, 1954.....		<u><u>\$1,450.18</u></u>

APPENDIX BOFFICIAL ROSTER OF THOSE IN ATTENDANCE AT
ROANOKE, VIRGINIA MEETING

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Alden, Vernon R.	Harvard Grad. School Bus. Adm.	Assistant Dean
Alter, Foster E.	Univ. of Miami	Dean of Men
Almli, Mark	St. Olaf College	Dean of Men
Askew, J. Thomas	Univ. of Georgia	Dean of Students
Atkins, H. Pearce	The Univ. of Rochester	Asst. to Dean of Men
Atkinson, Byron H.	U. C. L. A.	Act. Dean of Students
Balch, Richard L.	Stanford University	Chief Counselor for Men
Baldwin, Frank C. (Ted)	Cornell University	Dean of Men
Barlow, Mark Jr.	Cornell Univ.	Asst. to Dean of Men
Bates, Robert E.	Colo. A. & M.	Dean of Students
Beaty, R. C.	Univ. of Florida	Dean of Men
Bentley, John E.	American University	Dean Emeritus & Dir. of Stu. Relations
Biddle, Theodore W.	Univ. of Pittsburgh	Dean of Men
Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Bitner, Harold M.	Univ. of Hawaii	Dean of Students
Blackburn, John L.	Florida State Univ.	Counselor to Men
Bosworth, E. F.	Oberlin College	Dean of Men
Bowditch, E. Francis	M.I.T.	Dean of Students
Brewer, R. G.	Florida State Univ.	Counselor to Men
Broadbent, Thomas L.	Univ. of Calif. (Riverside)	Dean of Students
Brown, C. William	Purdue Univ.	Coun. Dean of Men's Office.
Brown, George K.	St. Lawrence Univ.	Dean of Men
Brown, J. A., Jr.	Temple Univ.	Dean of Men
Brown, Warren O.	Univ. of Ill. (Chicago)	Dean of Men
Burger, William V.	Colorado School of Mines	Dean of Students
Calvert, Robert Jr.	Hanover College	Dean of Men
Capdevielle, John J.	Louisiana State Univ.	Dir. of Housing
Carmichael, Oliver C. Jr.	Vanderbilt University	Dean of Students
Clarke, Joseph C.	Trinity College	Dean of Students & Registrar
Cloyd, E. L.	N. C. State College	Dean of Students
Cochran, Lloyd S.	National Inter- fraternity Conference	Chairman
Colbert, J. P.	University of Nebraska	Dean, Div. of Student Affairs

Conklin, Arch B.	Bowling Green State University	Dean of Students
Connole, Paul H.	Washington University	Asst. Dean of Students
Cook, Charles W.	Carroll College	Admissions Counselor
Corson, Louis D.	Florida State Univ.	Dean of Men
Crane, Robert W.	Miami Univ. (Oxford)	Asst. Dean of Men
Crawford, Albert W.	Virginia Polytechnic	Counselor
Crosby, Howard J.	Rutgers University	Asst. Dean of Men
Culpepper, Broward	Board of Control - Florida	Executive Secretary
Cunningham, Robert E.	Illinois Inst. of Technology	Asst. Dean of Students
Curtin, Edgar G.	Rutgers University	Assoc. Dean of Men
Dando, Joseph H.	Ohio University	Asst. Dean of Men
David, Ben E.	Carnegie Inst. of Technology	Dean of Men
Deakins, C. E.	Illinois Inst. of Technology	Dean of Students
Devine, John M.	Va. Polytechnic Inst.	Commandant of Cadets
Dowd, Frank J., Jr.	Univ. of Rochester	Dir. of Residence
Duhig, Charles W.	Brandeis Univ.	Dir. of Stu. Pers.
Dunford, Ralph E.	Univ. of Tennessee	Dean of Students
DuShane, Donald M.	Univ. of Oregon	Dir. of Stu. Affairs
Eaton, Paul C.	Calif. Inst. of Tech.	Dean of Students
Edwards, James M.	U. S. Nat. Student Assoc.	President
Emmet, Thomas A.	Univ. of Detroit	Asst. Dean of Men
Eppley, Geary	Univ. of Maryland	Dir. of Stu. Welfare
Farrar, James D.	Wash. & Lee Univ.	Asst. Dean of Stu.
Farrar, Joe D.	College of William & Mary	Dean of Men
Farrisee, William J.	Stevens Inst. of Tech.	Assoc. Dean
Faunce, Dale	Univ. of Iowa	Dean of Students
Fisher, Edgar J.	American Friends of the Middle East	Dir. of Student Affairs
Fulton, Dudley G.	Northwestern State College	Dir. of Student Relations
Galbraith, Maurie	Univ. of Ill. Prof.	Dean of Stu. Affairs
Galphin, George C.	Drexel Inst. of Tech.	Prof. of Education
Gardner, D. H.	U. of Akron	Dean of Students
Gilliam, Frank J.	Washington & Lee	Dean of Students
Gluck, Joseph C.	West Va. Univ.	Dir. Stu. Affairs
Godolphin, Francis R.	Princeton	Dean of the College
Grammer, Frank A.	Neward College of Engineering	Dean of Students
Graves, Thomas A., Jr.	Harvard Business School	Asst. Dean

Griffin, Russell A.	Western Reserve Univ.	Dean of Students
Guthridge, Joe W.	Virginia Polytechnic Institute	Dir. of Student Affairs
Guthrie, William S.	Ohio State Univ.	Jr. Dean Col. of Arts & Sciences
Gwin, John	Beloit College	Dean of Students
Haack, Arno J.	Washington Univ.	Dean of Students
Hagerman, Gordon A.	Univ. of Akron	Asst. Dean of Students
Halladay, D. Whitney	Univ. of Florida	Guest
Hansford, Richard L.	Univ. of Akron	Adviser of Men
Harper, Don	Southeastern Louisiana College	Dean of Men
Hayes, B. C.	Lehigh Univ.	Assoc. Dean of Stu.
Helser, M. D.	Iowa State College	Dir. of Personnel
Hendrix, Noble	Univ. of Alabama	Dean of Students
Hocutt, John E.	Univ. of Delaware	Dean of Students
Holdeman, W. Dean	Oberlin College	Assoc. Dean of Men
Hood, George W.	Stetson Univ.	Dean of Men
Hooper, Bill	Univ. of Houston	Dir. of Loans and Scholarships
Hotchkiss, Eugene, 3rd	Dartmouth College	Asst. to the Dean
House, S. J.	Carroll College	Dean of Men
Huit, M. L.	State Univ. of Iowa	Counselor to Men
Hulet, Richard E.	Univ. of Illinois	Asst. Dean of Men
Hunkins, Maurel	Ohio University	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Hunt, Frank R.	Lafayette College	Dean of Students
Hyink, Bernie	Univ. of Southern California	Dean of Students
Isen, Leon	Bona Fide Reporting Co.	Reporter
Jacobs, Albert C.	Trinity College	President
Jackson, J. B.	Univ. of S. Carolina	Dean of Men
Jacot, Charles	Univ. of Delaware	Head Resident Adviser
James, Robert C.	Univ. of Maryland	Asst. Dean of Men
Jefferies, Ray	Univ. of N. Carolina	Asst. Dean of Students
Johnshoy, Howard G.	Ball State Teachers Col.	Dean of Stu. Affairs
Julian, J. H.	Univ. of S. Dakota	Vice President
Katherman, Ralph D.	Virginia Polytechnic	Dormitory Counselor
Kendig, Perry F.	Roanoke College	Dean
Kiendl, Arthur H.	Dartmouth College	Dir. Stu. Counseling & Asst. Dean of the College
Kinard, James E.	Hampden-Sydney College	Assistant Dean
King, Tom	Mich. State College	Dean of Students
Knox, Carl W.	Miami Univ. (Oxford, O.)	Dean of Men
Kroepsoh, Robert H.	Univ. of Vermont	Dean of Administration

Lawrence, Dave	Univ. of Louisville	Dean of Men
Leach, Lysle D.	Univ. of California (Davis)	Dean of Students
Lee, W. Storrs	Middlebury	Dean of Men
Leith, J. D.	Lehigh University	Assoc. Dean of Students
Little, J. Kenneth	Univ. of Wisconsin	Vice President
Lloyd, Wesley	Brigham Young Univ.	Dean of Students
Loza, Joseph J.	Florida State Univ.	Counselor for Men
McAllister, Lester G.	Bethany College(W.Va.)	Dean of Students
McAuley,	Marquette Univ.	Dean of Men
Rev. Raymond R.		
McCartan, Arthur E.	Washington State Col.	Assoc. Dean of Stu.
McClelland, Hayes K.	Univ. of Florida	Acting Asst. Dean of Men
McGinnis, Benjamin A.	Kent State Univ.	Asst. Dean of Men
McKenzie, John F.	Boston University	Dean of Men
McLeod, James C.	Northwestern Univ.	Dean of Students
McNamara, Rev. J. F.	Duquesne Univ.	
McPadden, James J.	Catholic Univ.	
MacKay, Donald M.	Univ. of Virginia	Dir. of Housing
Mallett, Donald R.	Purdue Univ.	Dean of Men
Marsh, J. Don	Wayne University	Dir. of Student Activities
Martinson, W. D.	Ball State Teachers College	Asst. Dean
Matthews, Jack	Univ. of Missouri	Dean of Students
Medesy, William A.	Univ. of New Hampshire	Assoc. Dean of Students
Melvin, Harold W.	Northeastern Univ.	Dean of Students
Middendorf, Henry Q.	Polytechnic Inst. of Brooklyn	Dean of Men
Mikula, Thomas M.	Rollins College	Admissions Counselor
Moore, John M.	Swarthmore College	Associate Dean
Moore, Robert	Arkansas State College	Dean of Men
Morrill, Paul D.	Ohio State Univ.	Asst. Univ. Architect
Mueller, Ronald A. H.	Rensselaer Polytechnic	Chairman Gen.Studies
Musser, Malcolm E.	Bucknell University	Dean of Men
Myers, Harold M.	Drexel Inst. of Tech.	Dean of Men
Ness, Frederic W.	Dickinson College	Dean of the College
Nester, William R.	Univ. of Cincinnati	Asst. Dean of Men
Norton, Stanley K.	Ill. State Normal Univ.	Asst. Dean of Men
Oberly, H. Sherman	Roanoke College	President
O'Flynn, Anthony C.	Loyola Univ.(New Orleans)	Dean of Students
Oglesby, R. R.	Okla. A. & M.	Dean of Students

Oldenburg, Richard C.	Western Reserve Univ.	Asst. Dean of Men
O'Neill, Rev. Charles A.	Canisius College	Dean of Students
Ostafin, Peter A.	Univ. of Michigan	Assistant Dean
Overholt, M. W.	Ohio State University	Manager Housing
Palmer, J. T.	Miss. Southern College	Dir. of Student Activities
Partridge, Donald B.	Phila. Textile Inst.	Dean of Students
Pearson, Richard	Educational Testing Service	Project Director
Penberthy, W. L.	A. & M. College of Tex.	Dean of Men
Perkins, Harold W.	Penn. State Univ.	Asst. Dean of Men
Phelan, Joseph G.	Stevens Inst. of Tech.	Student Counselor
Piskor, Frank	Syracuse University	V. Pres. & Dean of Student Services
Price, Philip	Clarkson College of Technology	Dean of Students
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rankin, Donald F.	Ferris Institute	Dean of Men
Rawsthorne, John	Principia College	Dean of Men
Rea, Walter B.	Univ. of Michigan	Dean of Men
Rece, E. H.	Emory University	Dean of Students
Reynolds, Lyle	Univ. of California (Santa Barbara)	Dean of Men
Riker, H. C.	Univ. of Florida	Guest
Roberts, Milton	Univ. of Delaware	Asst. Dean of Stud.
Roberts, O. D.	Purdue University	Asst. Dean of Men
Robertson, D. J.	Univ. of North Dakota	Dean Students, Asst. to Pres.
Robinson, David W.	DePauw University	Asst. Dean of Stud.
Rock, Rev. Joseph A.	Georgetown Univ.	Dir. of Student Personnel
Rollins, J. Leslie	Harvard Graduate School of Business	Assistant Dean
Ross, Mylin H.	Ohio State University	Dean of Men
Royal, Doyle P.	Univ. of Maryland	Asst. Dean of Men
Sevrinson, C. A.	N. Dakota Agri. College	Dean of Students
Schmidt, Louis G.	Indiana University	Counselor Education
Shaffer, Bob	State Univ. Teachers College	Dean of Students
Shaffer, Robert H.	Indiana University	Asst. Dean of Students
Shaw, Duane C.	Carnegie Institute of	Assoc. Bureau of Measurement & Guidance
Stifer, H. Seger	Chi Psi Fraternity	Executive Secretary

Shumway, Waldo	Stevens Inst. of Tech.	Dean
Shutt, Darold L.	Purdue University	Asst. Dir. of M.R.H.
Simes, Frank J.	Penn State Univ.	Dean of Men
Smith, Hal R.	Florida State Univ.	Counselor
Smith, J. Towner	Western Mich. College	Dean of Men
Smith, Mark W.	Denison University	Prof. of Psychology
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Sours, James K.	Univ. of Wichita	Dir. Stud. Services
Sprandel, Walter B.	Albion College	Dean of Men
Spathelf, Victor F.	Ferris Institute	President
Spencer, Terrel	Univ. of Houston	V. Pres. Student Services
Stafford, E. E.	University of Illinois	Dean of Men
Stauffer, John N.	Wittenberg College	
Stewart, H. E.	Wayne University	Dean of Student Affairs
Stewart, John E.	Univ. of Main	Dean of Men
Stibbs, John H.	Tulane University	Dean of Students
Stielstra, William	Alma College	Dean of Men
Stone, Hurford E.	Univ. of California	Dean of Students
Strozier, Robert M.	Univ. of Chicago	Dean of Students
Switzer, D. R.	Miss. Southern College	Dean of Student Welfare
Talley, Banks C., Jr.	N. C. State College	Asst. Dean of Stud.
Tate, Wm.	Univ. of Georgia	Dean of Men
Taylor, Walter A.	Amer. Inst. of Architects	Dir. Dept. of Educ. & Research
Toepfer, Louis A.	Harvard Law School	Asst. Dean
Trueblood, Dennis L.	Indiana University	Counselor
Truitt, John W.	Michigan State College	Asst. to Dean of Students
Trusler, V. T.	Kansas State Teachers College	Dean of Men
Turner, Fred H.	University of Illinois	Dean of Students
Tynan, John W.	St. Peters College	Dean of Men
Uhlinger, Paul	Taylor University	Dean of Students
Valley, John R.	Case Inst. of Tech.	Asst. Dean of Stud.
Vaughan, E. D.	Univ. of Wyoming	Asst. Dean of Men
Vogel, Fred J.	Florida State Univ.	Counselor Stud. Or.
Voller, Ellwood A.	Mich. State College	Asst. Dean of Stud.
Voorhis, Harold O.	New York University	Vice Chancellor
Waite, Richard A., Jr.	Rensselaer Polytechnic Institute	Dean of Students
Wantman, Morey J.	Univ. of Rochester	Assoc. Professor
Weaver, Fred H.	Univ. of North Carolina	Dean of Students

Webster, Douglas	Syracuse University	Dean of Men
Weir, John R.	California Institute of California	Director Student Counseling
Wharton, Dr. William P.	Allegheny College	Dir. of Counseling
White, C. G.	Texas A. & M. College	Asst. Dean of Men
Whitehead, R. H.	Univ. of Florida	Assoc. Registrar
Willhite, W. Lyle	Knox College	Dean of Students
Winbigler, H. Donald	Stanford University	Dean of Students
Woodruff, Laurence C.	University of Kansas	Dean of Students
Yarck, Paul R.	University of Miami	Counselor for Men
Yarborough, John M.	Stanford University	Dir. Stanford Village
Yardley, Wm. A.	Southeastern La. College	Dir. of Guidance
Young, Ralph A.	The College of Wooster	Dean of Men
Yuthas, Jack	Purdue University	Counselor
Zech, Albert	University of Southern California	Counselor of Men
Zerman, William	University of Michigan	Asst. Dean of Stud.

APPENDIX C

ROSTER OF LADIES GROUP (Wives)

Mrs. J. Thomas Askew	Mrs. Robert H. Kroepsch
Mrs. H. Pearce Atkins	Mrs. Dave Lawrence
Mrs. Robert E. Bates	Mrs. Jack Matthews
Mrs. Theodore W. Biddle	Mrs. William A. Medesy
Mrs. Harold M. Bitner	Mrs. John M. Moore
Mrs. J. A. Brown, Jr.	Mrs. H. Sherman Oberly
Mrs. E. L. Cloyd	Mrs. R. R. Oglesby
Mrs. J. P. Colbert	Mrs. M. W. Overholt
Mrs. Robert E. Cunningham	Mrs. John F. Quinn
Mrs. C. E. Deakins	Mrs. E. H. Rece
Mrs. D.H. Gardner	Mrs. Milton Roberts
Mrs. Frank A. Grammer	Mrs. Mylin H. Ross
Mrs. William S. Guthrie	Mrs. Frank J. Simes
Mrs. Arno J. Haack	Mrs. J. Towner Smith
Mrs. Richard L. Hansford	Mrs. Mark W. Smith
Mrs. M. D. Helser	Mrs. J. J. Somerville
Mrs. Noble B. Hendrix	Mrs. James K. Sours
Mrs. O. R. Hendrix	Mrs. E. E. Stafford
Mrs. John E. Hocutt	Mrs. Hurford E. Stone
Mrs. Frank R. Hunt	Mrs. Robert M. Strozier
Mrs. Charles Jacot	Mrs. V. T. Trusler
Mrs. J. H. Julian	Mrs. Harold O. Voorhis
Mrs. Arthur H. Kiendl	Mrs. W. Lyle Willhite
Mrs. Tom King	

APPENDIX D

SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	G.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Ill.	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wis.	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Ill.	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation - No Meeting was Held			
28	1946	142	Lafayette, Ind.	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Mo.	W.P. Lloyd	F.H. Turner
34	1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner

APPENDIX E

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
ROSTER OF MEMBERS - MARCH 22, 1954

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Agricultural and Mechanical College of Texas	College Station, Texas	W. L. Penberthy
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students
Alabama Polytechnic Institute	Auburn, Alabama	James E. Foy, Director of Student Affairs
Alabama, University of	University, Ala.	Noble B. Hendrix, Dean of Students
Alaska, University of	College, Alaska	William Cashen
Albion College	Albion, Michigan	W. B. Sprandel
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Pa.	C. W. McCracken
Alma College	Alma, Michigan	William Stielstra
American University	Washington, D. C.	John Bentley, Director of Student Relations
Anderson College and Theological Seminary	Anderson, Indiana	Adam W. Miller, Men's Counselor
Arizona State College	Tempe, Arizona	W. P. Shofstall
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, University of	Fayetteville, Ark.	John Earl Shoemaker
Augustana College	Sioux Falls, South Dakota	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Ball State Teachers College	Muncie, Indiana	Howard G. Johnshoy, Dean of Stud. Affairs
Beloit College	Beloit, Wisconsin	John P. Gwin, Dean of Students
Berea College	Berea, Kentucky	L. L. Gruman
Boston College	Boston, Mass.	Francis B. McManus, S.J.
Boston University	Boston, Mass.	Eugene H. Floyd, Asst. to the President
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Bradley University	Peoria, Illinois	Leslie H. Tucker, Dean of Students
Brandeis University	Waltham, Mass.	Charles Duhig, Director of Student Personnel
Brigham Young University	Provo, Utah	Wesley P. Lloyd, Dean of Students
Brown University	Providence, Rhode Island	Samuel T. Arnold, Provost
		E. R. Durgin, Dean of Students

Bucknell University	Lewisburg, Pa.	Malcolm E. Musser
Butler University	Indianapolis, Ind.	L. Gray Burdin
California Institute of Technology	Pasadena, Calif.	Paul C. Eaton, Dean of Students
California, Univ. of	Berkeley, Calif.	H. E. Stone, Dean of Students
California, Univ. of	Davis, California	Lysle D. Leach Dean of Students
California, Univ. of	Los Angeles, California	Milton Hahn, Dean of Students
California, Univ. of	Riverside, Calif.	Thomas L. Broadbent, Dean of Students
California, Univ. of	San Francisco, California	Herbert G. Johnstone, Dean of Students
Canisius College	Buffalo 8, N. Y.	Charles A. O'Neill, S.J.
Capital University	Columbus, Ohio	Earl Papke
Carleton College	Northfield,	Frank R. Kille, Dean of College
Carnegie Institute of Technology	Pittsburgh 13, Pennsylvania	Merrill E. Jarchow Douglas E. Miner, Dir. of Personnel & Welfare
Carroll College	Waukesha, Wis.	Ben E. David Sumner J. House
Case Institute of Technology	Cleveland, Ohio	Dean Newhouse, Dean of Students
Chicago, Univ. of	Chicago 37, Ill.	Robert M. Strozier, Dean of Students
Cincinnati, Univ. of	Cincinnati 21, O.	Robert W. Bishop
City College of N.Y.	New York, N. Y.	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	Philip Price, Dean of Students
Colgate University	Hamilton, New York	Carl A. Kallgren
Colorado Agriculture and Mechanical College	Fort Collins, Colo.	Robert E. Bates, Dean of Students
Colorado College	Colorado Springs, Colorado	Juan Reid
Colorado School of Mines	Golden, Colorado	W. V. Burger Dean of Students
Colorado, Univ. of	Boulder, Colo.	Clifford Houston, Dean of Students
Columbia University	New York 27, N.Y.	Harry G. Carlson N. M. McKnight
Concordia Teachers College	River Forest, Ill.	Albert G. Huegli, Dean of Students
Cooper Union, The	New York 3, N.Y.	Herbert F. Roemmele
Cornell University	Ithaca, New York	Frank C. Baldwin
Culver-Stockton College	Canton, Missouri	Richard B. Mease

Dartmouth College Delaware, Univ. of	Hanover, N. H. Newark, Delaware	Joseph L. McDonald John E. Hocutt, Dean of Students
Denison University Denver, Univ. of	Granville, Ohio Denver 10, Colo.	Francis C. Bayley Daniel D. Feder, Dean of Students
DePaul University DePauw University	Chicago, Ill. Greencastle, Ind.	T. J. Wangler Lawrence A. Riggs, Dean of Students
		David W. Robinson, Asst. Dean of Student
Detroit, Univ. of	Detroit 21, Michigan	Thomas A. Emmet, Asst. Dean of Men
Dickinson College	Carlisle, Pa.	Amos B. Horlacher (on leave)
		Francis W. Warlow, Acting Dean
Doane College Drake University	Crete, Nebraska Des Moines 11, Iowa	G. W. Lindberg Robert B. Kamm, Dean of Students
Drexel Institute of Technology	Philadelphia, Pennsylvania	Harold M. Myers
Drury College Duquesne University	Springfield, Mo. Pittsburgh, Pa.	Frank W. Clippinger F. J. McNamara
East Carolina State Teachers College	Greenville, North Carolina	W. E. Marshall
East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Illinois State College	Charleston, Ill.	Rudolph D. Anfinson
Emory University	Emory University, Georgia	E. H. Rece
Florida Agricultural and Mechanical College	Tallahassee, Fla.	B. L. Perry
Florida State University	Tallahassee, Fla.	J. Broward Culpepper, Dean of Stud. Welfare
		Louis D. Corson
Florida, Univ. of	Gainesville, Fla.	R. C. Beaty, Dean of Students
Franklin and Marshall College	Lancaster, Pennsylvania	A. G. Breidenstine, Dean of the College
Fresno State College	Fresno 4, Calif.	Forrest D. Brown, Dean of Students
Georgetown University	Washington 7, D.C.	Joseph A. Rock, S.J., Dir. of Stu. Personnel
George Washington University	Washington, D. C.	C. M. Farrington, Dir. of Men's Activities

Georgia Institute of Technology	Atlanta, Georgia	George C. Griffin, Dean of Students
Georgia, Univ. of	Athens, Georgia	J. Thomas Askew, Dean of Students
Gettysburg College	Gettysburg, Pa.	William Tate
Grinnell College	Grinnell, Iowa	Robert H. Fryling
Grove City College	Grove City, Pa.	Henry A. Brown
		Robert E. Thorn
Hanover College	Hanover, Indiana	Robert Calvert, Jr.
Harvard College	Cambridge, Mass.	Delmar Leighton, Dean of Students
Hastings College	Nastings, Nebr.	F. E. Weyer
Hawaii, Univ. of	Honolulu, Hawaii	Harold Bitner, Dean of Student Personnel
Hiram College	Hiram, Ohio	
Houston, Univ. of	Houston, Texas	Terrell Spencer, Vice Pres. of Stud. Services
Howard University	Washington, D.C.	A. J. Blackburn, Dean of Students
Huntingdon College	Montgomery, Ala.	R. Glenn Massengale
Idaho, College of	Caldwell, Idaho	Phillip M. Ward
Idaho, Univ. of	Moscow, Idaho	Charles O. Decker, Dir. of Stud. Affairs
Illinois Institute of Technology	Chicago 16, Illinois	Clarence E. Deakins, Dean of Students
Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, Univ. of	Urbana, Illinois	Fred H. Turner, Dean of Students
Illinois Wesleyan Univ.	Bloomington, Ill.	
Indiana University	Bloomington, Ind.	R. L. Shoemaker, Dean of Students
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, State Univ. of	Iowa City, Iowa	L. Dale Faunce, Dean of Students (On leave)
		Marion L. Huitt
Kalamazoo College	Kalamazoo, Mich.	Raymond L. Hightower
Kansas State College	Manhattan, Kansas	William G. Craig, Dean of Students
Kansas State Teachers College	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Eugene Dawson, Dean of Students
Kansas, Univ. of	Lawrence, Kansas	Laurence C. Woodruff, Dean of Students
Kent State University	Kent, Ohio	R. E. Manchester

Kentucky, Univ. of Knox College	Lexington 29, Ky. Galesburg, Ill.	A. D. Kirwan W. Lyle Willhite, Dean of Students
Lafayette College Lake Forest College Lawrence College	Easton, Pa. Lake Forest, Ill. Appleton, Wis.	Frank R. Hunt Howard Hoogesteger Chandler W. Rowe Edwin Schoenberger, Dean of Students, In- stitute of Paper Chemistry
Lehigh University	Bethlehem, Pa.	Wray H. Congdon, Dean of Students
Lewis and Clark College Louisiana State Univ. Louisville, Univ. of Loyola University Loyola University	Portland, Oregon Baton Rouge, La. Louisville, Ky. New Orleans, La. Los Angeles, Calif.	Vergil Fogdall Arden O. French Dave Lawrence Anthony C. O'Flynn, S.J. Frank Parish
Maine, Univ. of Marquette University Marshall College Maryland, Univ. of	Orono, Maine Milwaukee, Wis. Huntingdon, W. Va. College Park, Md.	John E. Stewart R. R. McAuley, S.J. Harold Willey Geary Eppley, Director of Student Welfare
Massachusetts Institute of Technology Massachusetts, Univ. of Mercer University Miami University Miami, Univ. of Michigan State College	Cambridge, Massachusetts Amherst, Mass. Macon, Georgia Oxford, Ohio Coral Gables, Fla. East Lansing, Mich.	E. Francis Bowditch, Dean of Students Robert S. Hopkins, Jr. Richard C. Burts, Jr. Carl W. Knox Foster E. Alter Erich A. Walter, Vice President W. B. Rea, Dean of Students
Middlebury College	Middlebury, Vermont	W. Storrs Lee, Dean of Students
Millsaps College	Jackson, Miss.	J. E. McCracken, Dean of Students
Minnesota, Univ. of	Minneapolis, Minn.	E. G. Williamson, Dean of Students
Minnesota, Univ. of (Duluth Branch)	Duluth 5, Minn.	C. W. Wood, Director
Mississippi Southern College	Hattiesburg, Mississippi	J. R. Switzer
Mississippi, Univ. of Missouri, Univ. of	University, Miss. Columbia, Missouri	R. Malcolm Guess Jackson Matthews, Dean of Students
Montana State College	Bozeman, Montana	Val Glynn, Dean of Students

Montana State University	Missoula, Montana	Herbert J. Wunderlich, Dean of Students (Clifton S. Jackson, Northern Montana College, Havre, Montana) Earl C. Davis, Dir. of Stud. Personnel Roy D. Hassler Sherwood R. Mercer
Montclair State Teachers College	Montclair, New Jersey	
Moravian College	Bethlehem, Pa.	
Muhlenberg College	Allentown, Pa.	
Nebraska, Univ. of	Lincoln 8, Nebr.	J. P. Colbert, Dean of Student Affairs
Nebraska Wesleyan University	Lincoln, Nebr.	Clinton B. Gass
Nevada, University of	Reno, Nevada	R. S. Griffin
Newark College of Engineering	Newark 2, N. J.	Frank A. Grammer
New Hampshire, Univ. of	Durham, N. H.	William A. Medesy
New Mexico Highlands University	Las Vegas, New Mexico	Ray A. Farmer, Dean of Student Affairs
New Mexico, Univ. of	Albuquerque, N. Mex.	Howard V. Mathany
New York University	New York, N. Y.	William Bush Baer, Dean of University
North Carolina State College	Raleigh, North	Ed. L. Cloyd, Dean of Students
North Carolina, Univ. of	Chapel Hill, North Carolina	Fred H. Weaver Dean of Students
North Dakota Agricultural College	Fargo, N. Dak.	C. A. Sevrinson
North Dakota, Univ. of	Grand Forks, North Dakota	Donald J. Robertson, Dean of Stud. Affairs
Northeastern University	Boston, Mass.	Harold W. Melvin, Dean of Students
Northern Illinois State Teachers College	DeKalb, Illinois	Ernest E. Hanson
Northwestern State College	Natchitoches, La.	Dudley G. Fulton, Dir. of Student Relations
Northwestern University	Evanston, Illinois	James C. McLeod, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Mylin H. Ross
Ohio University	Athens, Ohio	Maurel Hunkins Philip L. Peterson, Associate Dean
Ohio Wesleyan University	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. College	Stillwater, Oklahoma	R. R. Oglesby, Dean of Students
Oklahoma Baptist Univ.	Shawnee, Oklahoma	Lee Bowen Spencer

Oklahoma City University	Oklahoma City, Okla.	George H. Ryden
Oklahoma, Univ. of	Norman, Oklahoma	Paul MacMinn, Dean of Students
Omaha, University of	Omaha, Nebraska	Jay B. MacGregor, Dean of Students
Oregon State College	Corvallis, Oregon	Dan Poling
Oregon, University of	Eugene, Oregon	Donald M. DuShane, Dir. of Stud. Affairs
Ottawa, University of	Ottawa, Canada	N. Ray Hawk Romeo Legault, O. M. I.
Pacific, College of the	Stockton 27, Calif.	Edward S. Betz
Park College	Parkville, Mo.	W. B. Dunseth
Parsons College	Fairfield, Iowa	Philip E. Young, Dean of Students
Pennsylvania State Univ.	State College, Pa.	Frank Simes
Pittsburgh, Univ. of	Pittsburgh, Pa.	Theodore W. Biddle
Polytechnic Institute of Brooklyn	Brooklyn 2, N.Y.	Henry Q. Middendorf, Dean of Students
Princeton University	Princeton, J. J.	Francis R. B. Godolphin
Principia, The	Elsah, Illinois	John W. Rawsthorne
Puerto Rico, Univ. of	Mayaguez, Puerto Rico	Jose A. Franceschini, Dir. of Stud. Services
Purdue University	Lafayette, Ind.	Donald R. Mallett
Redlands, Univ. of	Redlands, Calif.	Marc Jack Smith
Rensselaer Polytechnic Institute	Troy, New York	Richard A. Waite, Jr.
Rhode Island, Univ. of	Kingston, R. I.	John F. Quinn
Rice Institute, The	Houston, Texas	Guy T. McBride, Dean of Students
Rochester, Univ. of	Rochester, N.Y.	H. Pearce Atkins (on July 1, 1954)
Rollins College	Winter Park, Fla.	Joseph Justice, Acting Dean Cornelius B. Boocock
Rutgers University	New Brunswick, New Jersey	Edgar G. Curtin. Associate Dean
San Jose State College	San Jose, Calif.	Stanley Benz
Santa Barbara College	Santa Barbara, Cal.	Lyle G. Reynolds
St. John's University	Collegeville, Minn.	Boniface J. Axtman
St. Lawrence University	Canton, New York	George K. Brown
St. Olaf College	Northfield, Minn.	Carl Swanson, Director of Admissions
Saint Peter's College	Jersey City, N.J.	John W. Tynan, S.J.
South Carolina, Univ. of	Columbia, S. Car.	J. B. Jackson

South Dakota, Univ. of	Vermillion, S. Dak.	R. H. Knapp
Southeastern Louisiana College	Hammond, La.	L. E. Chandler, Dean of the Div. of Stud. Life
Southern California, University of	Los Angeles, California	Bernard L. Hyink, Dean of Students
Southern Illinois Univ.	Carbondale, Ill.	I. Clark Davis
Southern Methodist University	Dallas 5, Texas	Mayne Longnecker, Dean of Students
Southwestern Louisiana Institute	Lafayette, Louisiana	E. Glynn Abel
Springfield College	Springfield, Mass.	R. William Cheney
Spring Hill College	Spring Hill, Ala.	C. F. Lynette, S.J.
Standord University	Stanford University, Calif.	H. Donald Winbigler, Dean of Students
State Teachers College	Plattessville, Wis.	John H. Wooldridge
State University College	Fredonia, New York	Joseph E. Gould
State University Teachers College	Cortland, New York	A. W. Baisler, Dean of Students
State University Teachers College	Geneseo, N.Y.	Gerald Saddlemire, Dean of Students
State University Teachers College	Oneonta, New York	Clifford J. Craven, Dean of Students
State University Teachers College	Oswego, New York	Robert O. Shaffer, Dean of Students
Stetson University, John B.	DeLand, Florida	Benson W. Davis
Stevens Institute of Technology	Hoboken, New Jersey	Waldo Shumway
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Syracuse University	Syracuse, N. Y.	Frank Piskor
Taylor University	Upland, Indiana	Paul Uhlinger, Dean of Students
Temple University	Philadelphia, Pa.	John A. Brown, Jr.
Tennessee, Univ. of	Knoxville, Tenn.	R. E. Dunford
Texas College of Arts and Industries	Kingsville, Texas	
Texas Technological College	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
Toledo, University of	Toledo 6, Ohio	Jack Holland
Tulane University	New Orleans, La.	Donald S. Parks, Personnel Director
Tulsa, University of	Tulas 4, Oklahoma	John H. Stibbs, Dean of Students
		Edgar Smith, Counselor of Men

Union College	Lincoln, Nebraska	M. S. Culver
Union College	Schenectady, N.Y.	C. W. Huntley
Utah State Agricultural College	Logan, Utah	Daryl Chase, Dean of Students
Utah, University of	Salt Lake City 1, Utah	W. W. Blaesser, Dean of Students
Valparaiso University	Valparaiso, Ind.	Luther P. Koepke
Vanderbilt University	Nashville, Tenn.	O. C. Carmichael, Jr., Dean of Students Albert S. Thompson, Chief of Counselors Robert H. Kroepsch Joe W. Guthridge, Dir. of Student Affairs Richard R. Fletcher, Dir. of Stud. Affairs
Vermont, University of	Burlington, Vt.	
Virginia Polytechnic Institute	Blacksburg, Va.	
Virginia, University of	Charlottesville, Virginia	
Washington and Lee University	Lexington, Va.	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Wash.	J. C. Clevenger, Dean of Students
Washington University	St. Louis, Mo.	Arno J. Haack, Dean of Students
Washington, University of	Seattle, Washington	Glen T. Nygreen, Exec. Officer of Stud. Aff. Donald K. Anderson, Dean of Students
Wayne University	Detroit 1, Mich.	Harold Stewart, Dean of Student Affairs
Western Michigan College of Education	Kalamazoo, Mich.	J. Towner Smith
Western Reserve University	Cleveland, Ohio	R. A. Griffin, Dean of Students
West Virginia University	Morgantown, West Virginia	Joseph C. Gluck, Dir. of Student Affairs
Wheaton College	Wheaton, Illinois	Arthur H. Volle, Dean of Students
Wichita, University of	Wichita, Kansas	James K. Sours, Dir. of Student Services
William and Mary, College of	Williamsburg, Virginia	Joe Farrar
Wisconsin, University of	Madison 6, Wisconsin	Kenneth Little, Vice President of Student Affairs Theodore W. Zillman Director Ben Sullivan Milwaukee Extension Division

Wittenberg College	Springfield, Ohio	John N. Stauffer, Dean of Students
Wooster, College of	Wooster, Ohio	Ralph A. Young
Wyoming, University of	Laramie, Wyoming	A. L. Keeney

HONORARY MEMBER

H. Roe Bartle, 1023 Grand Avenue, Kansas City, Missouri

EMERITUS DEANS

S. E. Crowe, Michigan State College, East Lansing, Michigan
 B. C. Daly, Box 755, Laramie, Wyoming
 A. D. Enyart, Rollins College, Winter Park, Florida
 Floyd Field, 2865 Tupelo Street, S.E., Atlanta 3, Georgia
 Scott H. Goodnight, 4310 Cherokee Drive, Madison 5, Wisconsin
 Garner E. Hubbell, c/o General Delivery, Carmel, California
 T. T. Jones, 1848 McDonald Road, Lexington, Kentucky
 Fraser Metzger, Timothy Edwards Congregational Church, South
 Windsor, Connecticut
 Ray C. Pellett, 1519 West Lovell Street, Kalamazoo, Michigan
 L. D. Stratton, Drexel Institute of Technology, Philadelphia, Pa.
 T. J. Thompson, University of Nebraska, Lincoln, Nebraska
